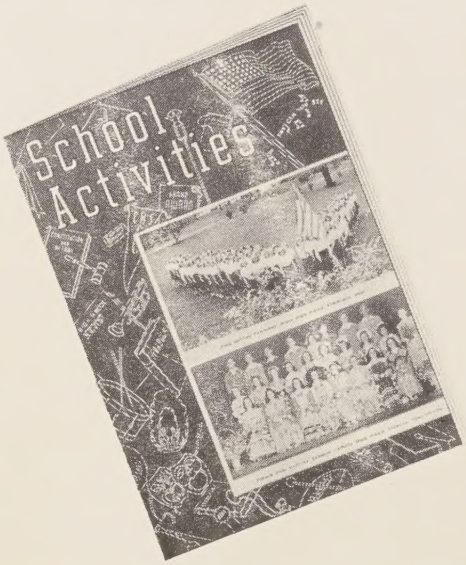
Illinois U Library

THE DEBATER'S MAGAZINE

VOL. IV WINTER, 1948 No. 4

New Campus, University of Oregon



DEBATE

is one of the fields in which
SCHOOL ACTIVITIES

has been serving the schools of America for eighteen years. Under the editorship of Dr. Harry C. McKown, well-known authority on Extracurricular Activities, this monthly magazine promotes the following interests:

ACTIVITY PROGRAMS—Current thought of leaders in the field of democratic group activities.

SCHOOL ASSEMBLIES—An assembly program for each week of the school year.

CLASS PLAYS—Help in selecting and staging dramatic productions.

CLASS ORGANIZATIONS—Directions for the successful guidance of school groups.

FINANCING ACTIVITIES—Suggestions for financing student functions.

ATHLETICS—News and ideas on late developments in intra-mural and interscholastic sports.

DEBATE—Both sides of the current high school debate question.

DEPARTMENT CLUBS—Instructions and aids in the directing of school clubs of all types.

HOME ROOMS—Ideas and plans for educative home room projects.

PEP ORGANIZATIONS—Devices for stimulating loyalty and school spirit.

STUDENT PUBLICATIONS—Guidance in the production of school newspaper and yearbook.

PARTIES AND BANQUETS—Suggestions for educative and wholesome social activities.

STUDENT GOVERNMENT—Sound direction in the development of student sense of responsibility.

MISCELLANEOUS ACTIVITIES—Music, commencement, point systems, etc.

Subscription Price **$2.50** *Subscribe Now*

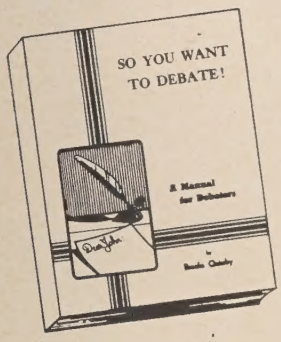
School Activities Publishing Co.

1515 LANE STREET TOPEKA, KANSAS

Illinois U Library

New Off the Press

J. Weston Walch, Publisher



So You Want to Debate! by Brooks Quimby. 154 pages. $1.50; 15 or more copies, $1.20 each. For either high school or college debaters.

This new book tells how to debate—how to have fun doing it. The whole manual is in the form of a series of letters, addressed to "Dear John", a boy who has written to Prof. Quimby for advice about debating. Thus, each chapter is written straight from the author, first person, to the prospective debater.

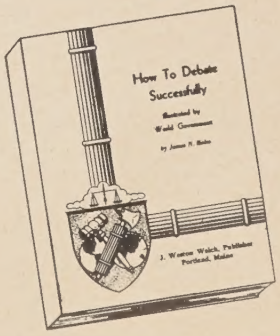
Says the Debater's Magazine, in review (Summer, 1948): "Seldom does debating literature show such a grasp of debating as it actually exists. One chapter in particular is a masterful treatment of a topic inadequately covered elsewhere—the technique of cross-examination."

The author started as a small high school coach, went on to a big high school, and has been a successful college coach for a long time. His teams have been unusually effective in tourney debating. In 1948-49, his Bates College team was undefeated in the northeastern district tournament, and was one of the 16 teams to survive the qualifying round at the national college tournament at West Point.

How to Debate Successfully, Illustrated by World Government, by James N. Holm, 150 pages. $1.50; 15 or more copies, $1.20 each.

A COMPLETE REVISION of last year's book, of which Debater's Magazine said (December, 1947): "An easy treatise for a beginner to follow for he is told every move and the reason for it. When he finishes reading the book, he understands debate; it is no longer a vast, technical mystery to be begun in fear and trembling."

The author, Prof. James N. Holm of Kent University, has coached teams on the World Government question THREE DIFFERENT YEARS! Last year, his Kent University women's team won their state championship, winning 12 out of 12 debates in their tournament!



The illustrative material in this manual is ALL from the 1948-49 national high school, World Government topic! Much of it is from actual notes Prof. Holm took as he listened to or judged intercollegiate debates last year! An excellent manual for those who want to study debate, and get into the national high school topic at the same time.

J. WESTON WALCH, Publisher

Box 66, Portland, Maine

Staff of THE DEBATER'S MAGAZINE

Owner and Publisher: The Nichols Publishing House

Editor-in-Chief:.....EGBERT RAY NICHOLS

Associate Editor:.....GEORGE MCCOY MUSGRAVE

COUNCIL OF ADVISORY EDITORS

EDITORS OF THE HONOR SOCIETY MAGAZINES

DEPARTMENTAL EDITORS

Hugo E. Hellman, Marquette University, Milwaukee Wisconsin.

Wayne N. Thompson, University of Illinois, Chicago Division, Navy Pier, Chicago, Ill.

Evan E. Anderson, Gustavus Adolphus College, St. Peter, Minnesota.

Hale Aarnes, Stephens College, Columbia, Mo.

David Potter, Rutgers University, New Brunswick, N.J.

BUSINESS AND EDITORIAL OFFICE

The Debater's Magazine is published at 814 Campus Ave., Redlands, Calif. Subscription price, 4.00 a year, copies $1.00 each. For advertising rates write to the above address. All communications concerning subscriptions, change of address, and editorial matters should be addressed to the Editor, Egbert Ray Nichols, 814 Campus Ave., Redlands, Calif. Manuscripts and contributions welcomed

BOARD OF CONTRIBUTING EDITORS

Bruno E. Jacob, Secretary, National Forensic League, Ripon, Wisconsin.

A. Craig Baird, University of Iowa, Iowa City, Iowa

H. L. Ewbank, University of Wisconsin, Madison, Wis

Carroll P. Lahman, Pasadena College, Pasadena, Calif.

Richard C. Reager, Rutgers University, New Brunswick, New Jersey.

Brooks Quimby, Bates College, Lewiston, Maine.

James N. Holm, Kent State University, Kent, Ohio.

Howard L. Runion, College of Pacific, Stockton, Calif

Dallas C. Dickey, University of Florida, Gainesville, Florida.

Forrest H. Rose, S. E. Missouri State Teachers' College, Cape Girardeau, Missouri.

W. Norwood Brigance, Wabash College, Crawfordsville, Indiana.

J. Edmund Mayer, Alhambra High School, Alhambra, California.

Margaret Painter, Modesto High School, Modesto, California.

Brother Alexander, Sacred Heart High School, San Francisco, California.

CONTENTS

ARTICLES Page

The Yes and No of Federal World Government, Sir Alfred Zimmern 164

Statesmanship and Argument, Historical Significance of Debate, Eugene C. Chenoweth, Indiana University 167

College Observer Views the United Nations, William A. Behl 168

FEATURES

What Becomes of Debaters? Dwayne Orton of IBM and General Ira C. Eaker 170

Special Feature Division: Oregon University Speech Department and its Program, E. Ray Nichols, Jr. 185

West Point Preview, Egbert Ray Nichols, University of Redlands 189

Wisconsin Winners 1948 Pictures 194

Survey of State High School Leagues, A. Edward Lambert, Alabama Poly Institute 195

SPECIAL ARTICLES AND COMMENTS

The "Green Room" Discussions, George M. Musgrave 202

With the Forensic Honor Societies, Egbert Ray Nichols 203

Letter to the Editor: Is It Really That Futile, Mrs. Jack Lockwood, Ypsilanti H. S., Michigan 174

DEPARTMENTS

The High School Handbook, Hugo E. Hellman, Marquette University 172

The College Handbook, E. R. Nichols, University of Redlands 176

Debate Techniques: And Now to Define the Terms, Roy C. Nelson and Assumptions Underlying Analysis in Debate, Wilbur E. Moore 177

Department of College Oratory: Time and Change, Dorothy Fleming 180

Technically Speaking: Questions and Answers, George M. Musgrave 181

Editorial Comment: The Opportunity Before Us; College Debate Topic: Loading the Tournament 193

Book Reviews 193

Radio Section: Radio Is You, Howard C. Hansen 196

Debate Archives: Significant Changes in Collegiate Debating 196

Along the Tournament Front: Season's Calendar 200

News Notes and Personals 208

NEWS ARTICLES

Ohio Prepares for the Season, George M. Musgrave 183

Pi Kappa Delta Disappointment, Letter from Edward S. Betz 184

Another Debater Becomes a College President 187

Tau Kappa Alpha Meet at "Ole Miss." 188

The Debater's Magazine

WINTER, 1948

Copyright 1948 by
THE NICHOLS PUBLISHING HOUSE

814 CAMPUS AVENUE
REDLANDS, CALIFORNIA

VOLUME IV NUBMER 4

The "Yes" and "No" of Federal World Government

The Political Ideal and the Practical Possibility

Address Delivered to the Senior Cadet Class and Visiting Debate Teams at the U. S. Military Academy West Point, April 29, 1948

By Sir Alfred Zimmern

GENTLEMEN: I understand that I am to speak to the question:

"Resolved that a Federal World Government should be established."

According to the practise of debate, your question demands a definite and clear-cut answer—yes or no, affirmative or negative.

I am going to give you an answer which is clear, plain, firm and categorical—and that answer is **Yes and No.**

At first sight, this may strike you as an evasive answer: perhaps some of you may think it a typically British answer. I will try to show you that it is as definite and clear-cut as though I had given you a straight Yes or a straight No, and to show you also why I cannot honestly say either Yes or No to the motion as it is framed.

Let me first give you my reasons for voting in the affirmative. I will then give you my reasons for voting No. I am not going to give you arguments which I will later proceed to rebut. All the arguments for Yes that I am going to give you are, in my judgment, sound arguments, convincing arguments. But the arguments for No will be sound and convincing too. Having heard both sets of arguments, we will consider whether there is not a middle way which takes account of them both, whether there is not a political expedient short of Federal World Government which will meet the crying and urgent need of mankind for assured peace under law.

Having thus given you the plan of my address in outline, let us proceed to the arguments for and against Federal World Government.

The arguments in favor can be arranged under four heads:

1. The physical scientists have brought mankind within hailing distance of total extinction. They have already told us how many bombs of yesterday's type would completely destroy my own small island country—small, but famous. I think its disappearance, even if unaccompanied by yours, would leave a "felt gap." War, which began as a tribal pastime and then became a serious professional occupation, has overreached itself and become a race-suicide.

How can this process be arrested? By placing overwhelming physical power in the hands of a single authority, a central authority which must, according to our British and American ideas, be a civil authority.

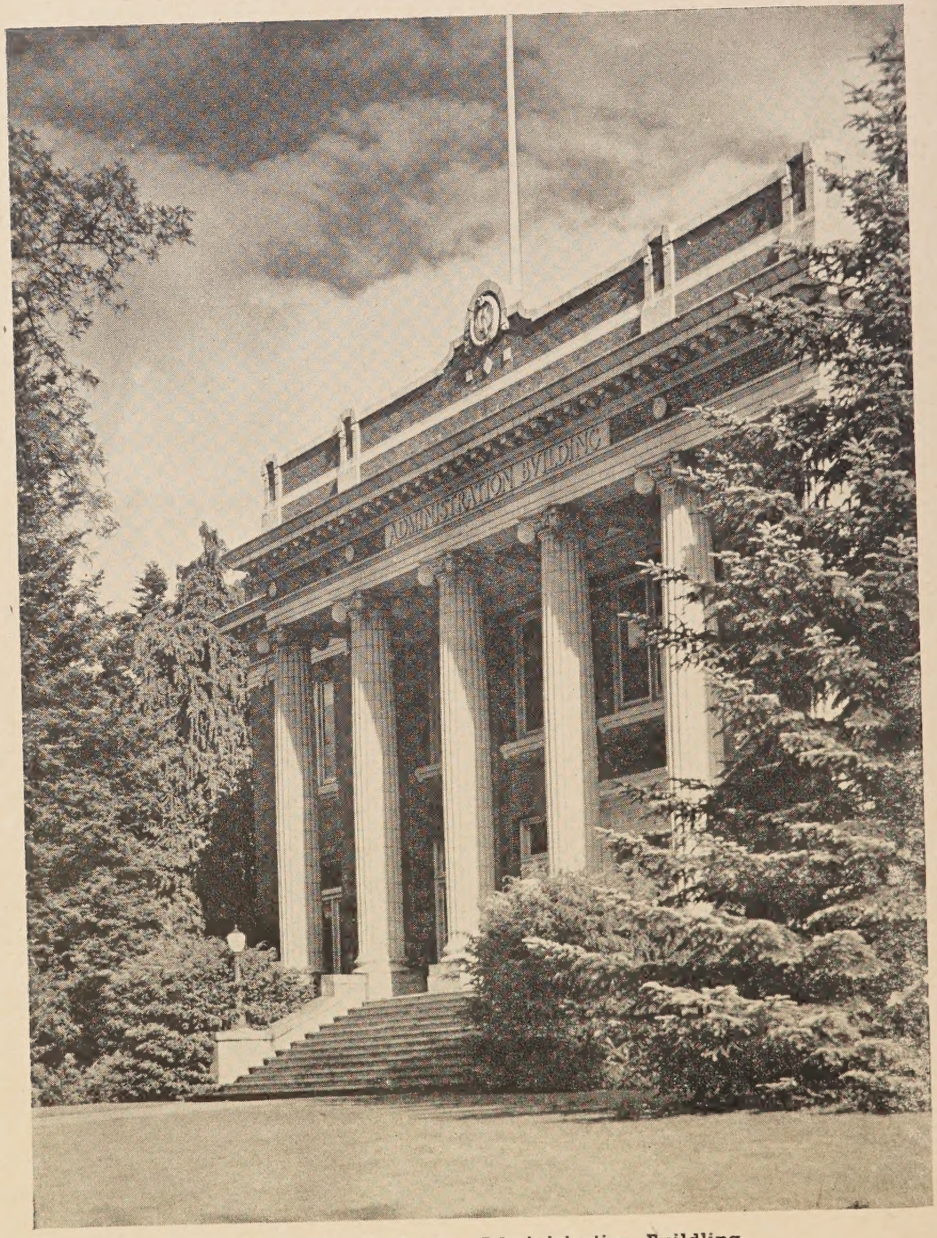
This is a first and sweeping argument in favor of World Government.

2. The political development of the world confirms the conclusions drawn from its scientific development. From round about 1500 up to yesterday political power in the world was divided between a number of so-called Great Powers in a Great Power system centered in Europe, the tendency toward domination by one single power being held in check by the device of the balance, practised in particular by Great Britain through the use of sea-power.

In 1914 there were eight such Great Powers, two of them extra-European. In 1939 there were seven. Today there is only one. **You** are the Predominant Power. I know that, for reasons of courtesy, you will accord the title of Great Power to the U.S.S.R., to Britain, or the British Commonwealth, to France and to China, reserving for yourselves the title of Super-Power. But the fact remains that you occupy today a position of world predominance. This is due to your combination of extensive territory, abundant population, great natural resources and, above all, the morale derived from your political and social solidarity, your community spirit, which you owe to the working of your Constitution.

If you were, let us say, a Prussian, you would be satisfied with this predominance and would ask for nothing more. As you are Americans and traditionally distrustful of Power, you would like to see this preponderant power put under Law—that is to say, fitted into or somehow merged in a World Constitutional system.. Thus we have a second argument for World Government.

3. Not only has the Great Power system become extinct, but Power itself has changed its location. It has abandoned its traditional seat, the Continent of Europe, and crossed the Atlantic. In changing its seat, it has changed its nature. The



University of Oregon Administration Buildling

European Great Power system was Roman in origin: that is to say it was authoritarian, non-constitutional and, of course also, undemocratic. Americans cannot conceive of Power otherwise than in constitutional and democratic terms. The time has come to change the pattern of power from a Roman pattern to an American pattern.

This gives us a third argument for Federal World Government, with the emphasis on "Federal."

4. The fourth argument in favor of Federal World Government is contained in two words—**Why Not?**

The physical scientists have taken a long step forward. They have faced mankind with a totally new situation. Why should not political scientists face this challenge by taking an equally long step forward —by matching physical invention with political invention. Is not the answer to the physical scientist's challenge a Federal Government?

Here then are the four arguments for Yes:

1. War is race suicide.
2. The Great Power system is ended.
3. The time has come for an American pattern of Power.
4. Why Not? if the physical scitists can do it.

Now for the arguments on the other side, with which, let me remind you, I am also in agreement. The arguments that follow, I should remark, are of a general character, and not based on the particular world situation at the moment.

1. A Federal World Government would demand too much of human nature. Statesmen have to work with the material that is given them. That material, which is man's inherited nature, cannot be modified, and certainly not enlarged by political action during one or a few generations. This was the mistake made by the men of the French Revolution who placed their faith in the theory of Lamarck, with its doctrine of the transmission of acquired characteristics. We know today, as a result of biological experiments, that every baby born into the world is a Stone Age baby and that all full-grown men and women carry inherited Stone Age characteristics within them.

One of these charateristics, which we can observe constantly in our dealings with our fellow human beings, even with our fellow-intellectuals, is a small-scale outlook. Man is a small-scale animal: he is happiest when he is living under conditions most natural to him, most congenial to his small-scale nature. That is after all why West Point is a happier place than New York City and why writers of Utopias have generally set their model State on an island—and not a large island. There is an optimum size for cities, for institutions and for poliital communites. The device of Federalism has stretched this optimum considerably in the case of the United States. This is something of a political miracle, explicable by the fact that it came about through a process of agglutination in a newly settled continent. It could not possibly have come about in modern Europe or Asia. Your nearest parallel in the Old World is Switzerland and the extension of Swiss federalism has been deliberately kept within narrow geographical limits—small-state limits.

2. The peoples of the world are at many different stages of social development and political maturity. Even if every **individual** in the world could overcome the limits of his or her small-scale nature, most of them would also have to overcome grave difficulties resulting from their **social** environment before they were ripe for membership in a Federal Government. In our mid-twentieth world the politically mature peoples are in a minority—alas, in a small minority. Who are they? The United States, the British Commonwealth and the countries of North-Western Europe. Federalism is a very difficult system to work: for it demands great wisdom and restraint both at the center and at the circumference. It is a system fitted only for advanced and politically mature peoples. The U.S.S.R., for instance, is not a Federation, even on paper. China has never been a Federation. We have still to see how India grapples with the problem.

3. If a Federal World Government were set up, the advanced peoples would find themselves faced with a dilemma—a dilemma the shadow of which has already appeared in the proceedings of the United Nations. **Either** the minority consisting of the politically mature peoples would have to submit to laws made by the inexperienced and perhaps intolerant and even resentful majority, based upon the populous countries of Asia, **or** the minority, being possessed of predominant military power, would impose its policies on the majority. In the former case, the world would relapse into bad government, or what is sometimes called Reaction: in the latter case, the world would relapse into colonialism or Imperialism, rule by a more advanced superior over a backward inferior.

This is a dilemma which we Americans and British should at all costs avoid. It would involve us in endless trouble and, as I believe, unnecessary trouble.

My three reasons then **against** World Government are:

1. Human Nature.
2. The unequal development of the present day world.
3. The need to avoid the dilemma between Reaction and Imperialism.

Is there a middle way?

Yes, I believe there is.

How can the political backwardness of most of mankind be remedied? By education, and especially by that excellent form of education which consists in **Example.**

How can we American and British set an example to these backwar peoples? Through our common membership in a political body which, though not itself a government, in the true sense of the word, provides continuous practice in the art of government—a body moreover where all peoples are treated with equal respect, both as individual human beings and as citizens of their respective countries.

Such a body is ready to hand in the United Nations Organization which, if properly used, is the finest device for political education that our Western Civilization has yet produced. I can see very many generations of fruitful educational activity before it—and also of successful achievement on the functional plane.

But, you will say, the U.N. Organization in its present form cannot solve our major problem, the problem of war.

No, for that we need a device of another character—the device of a World Police Authority. We need to wrap the U.N. Organization round with a protective covering—an enveloping shield—**of lawful police power.**

At this point I reach the positive

and less academic or long-distance portion of my remarks. Let me introduce them with a quotation from your great authority on sea-power whose memory, I am sure, is kept as green at West Point as it is at Annapolis. "The function of force," said Mahan, "is to give moral ideas time to take root." The function of a World Police Authority is to give the immature peoples time to catch up with the mature peoples, through education provided by their common membership in the U.N. Organization.

What do I mean by a World Police Authority?

I mean an Authority which will provide the United Nations with a real and effective Executive, whilst leaving over till later the other functions of a Federal Government —the Judiciary and the Legislature.

The peoples are in an ambivalent mood. They want to remain independent, even to be more independent than before. But they also want to be protected: they want Peace. So be it. Give them a World Authority which will **both** assure them peace **and** safeguard their independence—leave them even freer than they were before, because they will not be subject to oppression or dictation or various forms of pressure by the Great Powers. Put a single iron girdle of lawful force round the world.

But how?

By a very simple change in the Charter. By revising Chapter V, which deals with the Security Council, so as to make it a body of persons elected by the peoples of the world and responsible to them—seven persons, appointed for five years through an Electoral College drawn from the Parliaments or other Representative Bodies of United Nations Members.

Some body of this kind is indispensable as an accompaniment of the Baruch Plan: for the decision on war and peace contemplated in that plan can only be taken by a political body—and a political body invested with the highest authority. It cannot be taken by the present Security Council, because this is nothing more than a standing diplomatic Conference, possessing none of the charateristics required in an Executive Body at any level. It cannot take prompt decisions, because it has no common mind.

What is needed is a body which resembles a Cabinet, but a Cabinet not concerned with the entire field of government but strictly limited to the maintenance of law and order and to the kindred work of pacific settlement—duties defined in Chapters VI and VII of the Charter.

If such a body were to be brought into existence and an initial team were wisely chosen under the provisions of the revised Charter—it might consist of one North American, one South American, one West European, one East European, an Arab, an Italian and a Chinese —it would soon acquire the mentality of an established constitutional executive such as the Swiss Federal Council (the members of which are habitually reappointed whatever the political color of the Legislature), provided that its powers were strictly limited by custom and by Advisory Opinion rendered from time to time by the International Court of Justice. The recent statement of Senator Warren Austin showing that the United States Government interprets the powers of the Security Council under Chapter VII in a norrow sense is very valuable in this connection.

Gentlemen: I believe that the latest discoveries of Science, coinciding with the emergence of the United States as the predominant power in the world, are the prelude to an era of assured peace lasting as long as the eye of the political thinker can see into the future.

I believe that in this era, which will differ from the era of the Roman peace, in that the peace will be kept by a constitutional Authority appointed through a democratic process, the English-speaking peoples will be called upon both to exercise political wisdom in emergencies as they arise and to supply continuous education in the working of political and social institutions.

And I believe also that, in this great new task which lies before our peoples, those who understand military science and are trained in the military art have a very special part to play: for upon their knowledge, their skill, their tact, their handling of men and situations—in a word, their wisdom—will very largely depend whether the turbulent, vociferous and politically adolescent world of the mid-twentieth century can be guided into that path of ordered freedom which the British and American peoples have been pioneers in making straight for the rest of mankind.

PEACE ORATORICAL

Prof. Howard C. Morgan, Capital University, Columbus, Ohio, is the Executive Chairman of the Newly revived Intercollegiate Peace Association. Other members of the revision committee are: J. D. Menchofer, Mich. State Coll.; Helene B. Hart, Vanderbilt Univ.; G. Vernon Kelley, Wittenberg College, Ohio; Cole Brembeck, Manchester College, Ind.; and Lionel Crocker, Denison Univ., Granville, Ohio.

The State Chairmen for local contests are:

Arizona—W. Arthur Cable, Univ. of Arizona.

Indiana—Roy Umble, Goshen College, Goshen.

Kansas—Maurice Hess, McPherson College, McPherson.

Louisiana—Roy D. Murphy, Southwestern L. Inst., Lafayette.

Michigan—J. D. Menchofer, Mich. State, East Lansing.

Nebraska — Lenore Ramsay, Wayne State Teachers College.

Ohio—G. Vernon Kelley, Wittenberg College, Springfield.

Oregon—Carlyn R. Winger, Oregon State, Corvallis.

South Dakota—A. R. Christensen, State College, Brookings.

Tennessee—Helene B. Hart, Vanderbilt Univ., Nashville.

West Virginia—Julian Williams, Concord State College, Athens.

Plans are being made to initiate peace oratorical contests in the above states as part of the annual forensic program this season. No set subject is demanded this season and any topic directly connected with international peace may be used. In addition to the oratoricals, extempore contests on peace are also being organized.

Last year the prizes were awarded as follows:

1st. Harold Sweeney, College of Wooster, Ohio—As the World Thinketh.

2nd. Eugene Christensen, Yankton College, South Dakota—Freedom Unlimited.

3rd. John Lundblad, Kalamazoo College, Kalamazoo, Mich.—Our Changing World.

4th—Dorothy J. Welden, West Virginia University, Morgantown—Four Steps on the Road to War.

Statesmanship and Argument

THE HISTORICAL SIGNICANCE OF DEBATE*

Eugene C. Chenoweth
Indiana University

THE purpose of this paper is to review only a few of the representative forensics that indicate the historical significance of debate upon national and international affairs.

The debating of Pericles and Demosethenes in ancient Athens and of Cicero in Rome not only influenced the lives of their contemporaries but also continues to permeate modern thinking and philosophy.

Skipping across the centuries, we find debate in England gained its greatest impetus upon the establishment of the House of Commons under the leadership of Simon de Monfort in 1265, but not until the advent of the Bill of Rights in 1689 was free and unabridged debate permitted in Parliament, and not until the American revolutionary period was parliamentaly debate reported freely and completely. It then became a powerful force in solving national and international problems.

Let us consider a few specific cases which show the effect of debate upon the course of history. In 1766 William Pitt vigorously supported in Parliament the colonists' request for the repeal of the Stamp Act; in 1770 he boldly denounced the coercive measures employed against the American Colonies; in 1774 and 1775 he argued for conciliation; and in 1777 he petitioned the king to halt hostilities in America, though it is impossible to determine the full extent of Pitt's influence upon the American scene, his recommendations must have had some effect.

Another great English debater, Edmund Burke, championed the cause of the American colonists in two memorable debates: one in April 1774 when he argued against the irritating tea tax and said that England would gain more through peaceful trade with the colonies than she ever could obtain by force; the other, his famous debate on England's conciliation with the American colonies in 1775. In these debates he was not only seeking consideration for America, but also more freedom and liberty for Englishmen at home.

Through a series of debates Gladstone stimulated great progress in the development of democracy in England and Ireland. He was successful in abolishing patronage in public service, purchasing of commissions in the army, and religious testing in the universities. He initiated England's national system of elementary education and laid the foundation for democratic government by introducing the ballot.

Another Englishman, Disraeli, made a significant contribution to the direction of the course of historical development in America by strongly advocating that England pursue a policy of strict neutrality in the American Civil War. Had he not favored such a policy, who knows but that these United States might have become two or more separate nations engaging in frequent boundary disputes and economic wars.

Turning to America, we discover that debate was the chief instrument used to fashion and to mold our democratic form of government. In the colonial period many series of debates, indulged in by simple men and colonial leaders, resulted in the Mayflower Compact, the Declaration of Independence, the Articles of Confederation, and the Constitution of the United States.

Let us note specific examples. James Otis argued against the Writs of Assitance; Samuel Adams castigated George III; John Adams, Hancock, Quincy, and Warren denounced the Boston Massacre; Patrick Henry condemned the Stamp Act and called the people to arms; and John Adams and Richard Henry Lee supported the Declaration of Independence. All of these debates fanned the temper of a restless people into a revolutionary spirit against the injustices inflicted upon the colonies by their mother country. When, following the successful completion of the Revolutionary War, it became necessary in 1787 to establish a more workable form of government, debate was the instrumentality that determined logical solutions to all controversial subjects.

The Constitutional Convention was really a battle of debate. Heated arguments on controversial questions sprang from a multitude of diverse sectional interests, selfish demands, conflicting opinions, absurd prejudices, and unbridled passions created by unalterable factors—namely, climate, geography, and natural resources. After four months of vigorous debating, especially by James Madison and Alexander Hamilton, the Constitution was completed and presented to the states for consideration. This stimulated further debate battles in the various state legislatures, which resulted in the ratification of the Constitution of the United States of America.

This Constitution, refined through debate and amended from time to time, has proved to be a sound, logical, and integrated procedure of government, which has guided the destinies of the United States for 172 years, from the age of the stage coach and the powder horn to that of stratspheric travel and atomic energy.

Debate is historically significant, also, in the growth and survival of our nation. For example, the arduous debates dealing with the sectional issues which pitted the South against the North were precipitated in 1818 when Missouri applied for admission to the union as a slave state. After long, heated argument the Missouri compromise, enacted in 1820, provided for the enlargement of the United States by admitting Maine as a free state and Missouri as a slave state, but paved the way for continued debate and controversy over the problem of balance of power in Congress.

The Webster-Hayne debate in 1830, in which the Senator from Massachusetts vigorously advocated a strong central government, initiated a pattern of thinking which was influential in the preservation of the Union.

We cannot ignore the relation of debate to the question of tariff. From the passage of the first protective tariff law in 1816 to the controversies of today, the tariff issue has been an ever present topic for debate between the advocates of high custom duties and those of

free trade. In 1833, when the battle over protective tariff led South Carolina to threaten to secede, debate preserved the union by producing a compromise tariff law, which appeased the insurgent South.

Upon the acquisition of the Mexican Cession in 1848 a controversy over the governing of that territory arose in Congress. Long, hot debating ensued. Of these debates, led by Calhoun on one side and Seward on the other, Beard in his "The Rise of American Civilization" says: "In every way the debate was a memorable forensic contest worthy of a place in the annals of oratory beside the noblest intellectual tourneys of ancient and modern times." These debates culminated in the Compromise of 1850, which again postponed the Civil War for ten more years.

Another historicaly famous series of debates occurred in 1858 between Stephen Douglas and Abraham Lincoln during their campaigning for the office of senator from Illinois. Though Douglas won the seat in the Senate, these debates aroused and interested the people in the slavery question to the extent that the newly born Republican Party sent to the White House as president a man who believed so strongly in an undivided nation that the inevitable Civil War failed to disband the states.

Because of the obviously vital significance of debate in the settlement of today's national and international problems, one needs merely to list a few examples of the many occasions where debate is being employed to settle questions peacefully: labor-management controversies, state legislaitve assemblies, meetings of Congress, political campaigns, Pan-American conferences, meetings of the Security Council, and United Nations deliberations.

How important is debate? In the settlement of all local, national, and international problems, debate is the refining procedure which separates valid argument from fallacious reasoning. Analogously speaking, debate is similar to the process used in sifting wheat from chaff, in separating pure gold from unprocessed ore, and in refining octane gas from crude oil. How indispensable is debate? Debate is the foundation and the guiding force

Continued on Page 171

College Observer Views U. N.

THE UNITED NATIONS SECURITY COUNCIL INTERNATIONAL DEBATE

By William A. Behl
Brooklyn College

FOLLOWING nearly every great war, the ways and means of maintaining peace becomes the primary interest of people all over the world. The years immediately following World War II have been no exception; every nation has been anxious to initiate steps to prevent another holocaust. It is in this climate of opinion that the United Nations has been organized. In this organization, the body specifically charged with the responsibility of maintaining international peace is the Security Council.

As a student of public address, I became tremendously interested in the Security Council as a method of international debate. I began attending its sessions when it met in the Henry Hudson Hotel in Manhattan; and when it moved to Lake Success, I followed it there and was present at many of the sessions, especially those concerning the Greco-Albanian border dispute. When I could not attend the meetings, I listened to the proceedings over radio stations WYNO, the municipally owned station of New York City, and WQXR, operated by the New York **Times.** In addition, I spent hours combing the stenographic reports, which are publised by the Columbia University Press. From this background, I should like to make certain observations about the Security Council as a means of international debate. These observations should be of interest to the student of public speaking.

Before discussing the advantages and the disadvantages of the Security Council as a deliberative body, I should like to explain briefly the organization and some of the procedural rules. The Security Council is composed of eleven members: five permanent (Russia, United Kingdom, China, France, and the United States), and six elected by the General Assembly for terms of two years.

Only those matters concerning the security of the world may be brought before the Security Council. Any state, whether or not a member of the United Nations, may report any incident to the Secretary-General, who in turn reports it to the Security Council. The Council, then, must decide whether the incident comes under its jurisdiction and whether the incident really is endangering the peace and security of the world. If these decisions are in the affirmative, the item is placed on the agenda.

Generally speaking, the rules of parliamentary procedure, with which we are all familiar, govern the discussion. Certain rules of procedure, however, may complicate the discussion of the problem. Each member may speak as often as he wishes and as long as he wishes, so long as he talks to the problem at hand. In some cases, it appeared to me that this practice delayed and confused the problem under discussion. I also observed considerable inattention during some of the lengthy speeches.

The disposition of the matter before the Council may take different turns. Usually, several solutions are proposed. Each of these, then, is discussed and voted upon in the order of presentation. In the event that more information is needed to arrive at a fair and equitable decision, the Council may vote to delay further consideration until more evidence can be obtained. In the Greco-Albanian dispute, the Council finally voted to send a special commission to the scene of the incidents to secure direct evidence. Other methods of disposing of a problem do not differ fundamentally from the ordinary parliamentary means of dismissing resolutions.

There are several inherent advantages in the very structure of the Security Council. First, there are only eleven members, and it is generally agreed that a small group functions more efficiently than does a larger body. During the discussion stage, the Council is not hampered by complicated rules of procedure. Each member, as indicated before, is free to speak as often and as long as he desires. Third, members of the Council are on call at all times at the seat of the United Nations. If an emergency arises, the Council can go into session immediately. Fourth, according to article twenty-five, chapter five of the Charter, the

members of the United Nations agree to carry out the decisions of the Security Council. Lastly, the Council has the power to send a commission to the scene of an incident to secure first-hand information and evidence.

On the other hand, there are several limitations upon the Security Council as an international deliberative body. One of the most serious, which is inherent in a confederation, is that the members of the Council, are bound, to a considerable extent by orders from the home governments. This restriction is, undoubtedly, the cause for much of the repetition of arguments and for delay and postponement of final solutions. I heard several of the representatives state they could not discuss a point or that they would have to refrain from voting because their governments had not informed them of its position on the proposed resolution. For all practical purposes, this factor virtually stopped intelligent discussion on many problems for days and even for weeks. Such a control by the home governments is a serious hindrance to speedy and efficient solutions of problems brought before the Council. It is highly improbable that this encumbrance will ever be removed. It would be necessary for all representatives to be authorized to speak freely without consulting the home government. It is not likely that home governments will grant such authority.

Another hindrance to speedy and efficient deliberation is the delay and the confusion created by the differences in language. The official languages of the Council are French and English, but many of the delegates speak in their native tongues and translations must be prepared. During the translations, particularly of long speeches, I observed that some members left the Council table, other members talked with their advisers, and still others took a nap. The significant factors, however, are delay and some translations are inaccurate and, after lengthy discussion, must be revised. I have witnessed several such instances. Again, considerable time is lost in clarifying points not clearly understood by all. Fortunately so far as I observed, no serious misunderstandings due to translations went uncorrected. This matter of translations is inherent in the composition of the Council.

Probably the most serious hindrance to the solution of problems by the Security Council, however, is the method of writing. On procedural matters—that is, items pertaining to the adoption of the agenda and the like—seven of the eleven members must vote in the affirmative to carry the motion. The reason for this provision, which frequently is a real stumbling block, is to make it impossible for the six smaller nations to control the vote. A further and more serious difficulty in connection with voting, however, is determining what is procedural matter and what is substantive. I heard the Council spend several sessions trying to determine this point. In the process of this discussion, of course, the substance of the motion is, in many cases, thoroughly discussed. In the final analysis such discussions were usually just a preview of the discussion that took place on the substance of the motion, and many times the same arguments used in support of the motion being a procedural matter were used to support the substantive motion. The distinction between procedural and substantive matters is probably necessary, but it causes considerable delay, confusion, and repetition of arguments.

Probably the most serious handicap to the efficient operation of the Security Council is the method of voting used on substantive motions. In order to have a substantive motion passed by the Council, seven members, including all of the permanent members, must vote favorably. In other words, if any one of the five big powers votes in the negative, the motion is lost, or "vetoed." The net result of the use of this method of voting is that the Security Council has not been able to agree on a solution for any of the major problems presented to it. In the case of the Greco-Albanian border dispute, the Council agreed to send a commission to the scene of the incidents; but when the commission presented its findings, the "veto" prevented the adoption of the report. As a result the whole Greco-Albanian problem was turned over to the Little Assembly; a clear admission on the part of the Council that it could not solve the problem. There were other minor cases brought before the Council which were not solved because the "veto" was used. In many of these, the vote was nine to two in favor of a solution, but one of the dissenting votes was that of a permanent member.

The main argument for the "veto" was to create unity among the major powers on problems concerning international peace and security. On the contrary "the veto" has created disunity in some instances, and certainly has hindered, if not prevented, the solution of incidents concerning national security. The evidence that a change should be made in the method of voting on substantive matters is convincing, but what the change should be is still an open question.

At the outset it was hoped that the Security Council would be an effective organization for the settlement of incidents that might affect the peace and security of the world. Although there are many inherent points of strength in the Council as an international deliberative body, in actual operation it has fallen far short of the expectations. The major hindrance seems to be the method of voting on substantive matters. That the Security Council will become an influential international deliberative body without the modication or the abolition of the "veto" is doubtful.

THE SEATTLE TOURNAMENT

Speech events at the Seattle Tournament went to the following:

Oratory—Men: Upper Div. Southern California, first; Univ. of Nevada, second, and Pacific Lutheran and Redlands tied for third. Women: Winifred Woods, Santa Barbara, first; Oregon State, second; Puget Sound, third.

Extempore—Men: Occidental, first; Lewis and Clark, second; Utah, third. Jr. Men — Univ. of Washington, first and second; Willamette, third. Women — Puget Sound, first; Utah Univ., second; Lewis and Clark, third. Junior Women—Utah Univ., first; Gonzaga, second; Linfield, tie third with Univ. of Utah.

Impromptu — Men: Willamette, first; Utah, second; tie third, Utah and the University of Redlands; Jr. men: Pepperdine, first; Gonzaga, second; Univ. of Washington, third. Women: Pepperdine, first; Utah Univ., second; Pepperdine, third. Junior women: Idaho State, first;

Turn to Page 209

What Becomes of Debaters?

Stories of Two Who Got into Unusual Careers in Business and in War

Dwayne Orton, Educational Director of IBM

THIS department has the privilege of introducing a college debater who now twenty years after graduation holds one of the most important and lucrative positions in American education. It will be impossible in the space we have to do justice to the story or the events in his career, but the editor will never forget, for it seems as yesterday, that he stood in the hallway of an American college and persuaded this man, Dwayne Orton, to turn out for the debate squad.

Dwayne Orton was born at Port Hope, Ontario, Canada. While he was yet a young boy his father moved the family to Los Angeles, California, where young Orton attended the public schools, became an American citizen through his father's naturalization, was graduated from a Los Angeles high school and entered the University of Redlands. Here for four years, beginning with a meager high school experience in debate, he became a power house on the Redlands squad through energetic service.

After graduation at Redlands (1926) he attended Andover-Newton Theological Seminary (1927-28) and then accepted a position as instructor at the Mary Hardin-Baylor College for Women at Belton, Texas.

Dwayne Orton

After two years' service here he became Assistant Professor of Speech at the College of Pacific, Stockton, California. It was his privilege here to coach a winning National Pi Kaappa Delta Woman's team. Even more significant, however, was his educational career at Stockton, where he rose through the position of Director of Chapel Exercises, Associate Professor of Speech, to head of the Speech Department, and to Dean of the Lower Division of the college and finally to the Directorship of the Stockton Junior College (which was and is the lower division of the College of the Pacific.) It was almost entirely through his efforts that the Junior College was organized and launched into the educational field. Here as president of Stockton Junior College he presided for six years (1936-42), leaving to become the Director of Education of the International Business Machines Corporation.

In this position, which he received largely because of the efficient leadership he was demonstrating in California educational circles, he has risen to national prominence in education. He has been called upon frequently to make speeches on educational projects and problems, has been invited to return to academic educational work as president of other colleges, has written many articles on educational subjects and participated in innumerable educational meetings and conferences. Many honors have come to him, among them his Alma Mater has given him the LLD (1944), a move seconded by Tusculum College in 1948.

His work as Director of Education for the IBM is an important one in the business General and Vocational Educational World. The IBM is a large business machines corporation, carrying on a significant American and international business. It is not a mere business corporation, but a modern business firm, with a broad financial, educational, and literary and artistic outlook. Its magazine, **Think,** is well known in the field of periodicals and its efforts in art and general culture set an example in business

Turn to Page 171

General Ira C. Eaker

A BRIEF BIOGRAPHICAL SKETCH OF GENERAL IRA C. EAKER

By Tom A. Houston

IRA CLARENCE EAKER was born at Field Creek, Texas, April 13, 1896. He attended the common schools of Texas and Oklahoma until he entered Southeastern State College at Durant, Oklahoma, from which he was graduated in 1917.

Before his graduation, however, he had volunteered for service in the First World War. He was granted his diploma as a member of the class of 1917.

He was accepted for training at the Officers Training Camp at Fort Logan, H. Rotts, Arkansas, and reported for duty May 8, 1917. After training, he was commissioned Second Lieutenant in the Infantry Reserve, and after completing a course of flying instructions at Austin and Kelly Fields, he began his career as a Flying Officer in 1918.

The next eighteen years saw him in a steady climb in the air forces. In this period he was closely associated with Major H. H. Arnold, and Major Carl Spaatz. In 1926, he was one of ten pilots to make a good will tour of the countries of South America. On his return from

this tour, he was presented the Distinguished Flying Cross by President Coolidge. During this period he did service in the Philippines, and found time to attend a night school at Columbia University, to study contract law.

For a time he had an office job, but at his request was soon transferred to a field where there was action.

During this period, he wrote a newspaper column, and since then has written no less than three books, and all concerning aviation.

In January, 1929, he broke former records for continuous flying by flying the airplane, "Question Mark," staying in the air for 150 hours and 41 minutes.

He visited Durant, November 7, 1929, and was enthusiastically received by his home people, by a celebration honoring the city's former citizen.

On March 16 and 17, 1929, he made a flight from Brownsville, Texas, to Panama in 16 hours and 5 minutes.

In 1930, Durant honored Ira Eaker by designating their airport the Ira Eaker Airport.

In 1932 he was a student at the University of California, where the faculty and students in 1943 selected him as the most outstanding alumnus of that institution. He received an A.B. degree from University of Southern California in 1933.

His advancement in the United States service has been regular from Second Lieutenant, Infantry Section, Officers Reserve Corps, August 15, 1917, Second Lieutenant Infantry, Regular Army, November 15, 1917; First Lieutenant, June 17, 1918; Captain, July 1, 1929; Major, August 1. 1935; Lieutenant Colonel, August 18, 1940; Colonel (temporary), December 24, 1941; Brigadier General (temporary), January 17, 1942; Brigadier General (permanent), September 1, 1943; Major General (temporary), September 7, 1942; and Lieutenant General (temporary), September 13, 1943. Also Major General (permanent), August of 1945.

During the Second World War he served as Commander of the Eighth Air Force in England, as Major General in 1942 and 1943. From this command in October, 1943, he was advanced to Lieutenant General and assigned to the Mediterranean Area as commander of the Allied Air Forces there.

General Eaker has received the following decorations: Distinguished Flying Cross, 1937; Oak Leaf Cluster to the Distinguished Flying Cross, 1929; Silver Star, 1942, Legion of Merit, 1943; Distinguished Service Medal, 1944; Oak Leaf Cluster to the Distinguished Service Medal, 1945; Air Medal, 1945; Distinguished Service Medal by the Navy, 1945.

In addition, General Eaker has been decorated twice by Great Britain and twice by Brazil, and once each by France, Italy, Russia, Bolivia, Chile, Peru, Venezuela, Yugoslavia, and Belgium.

After the Second World War General Eaker was returned to Washington, D.C., to become Deputy Commander of the United States Air Forces, which position he held until 1947, when he retired from public service. He has since then become Vice-President of the Hughes Tool Company, Houston, Texas.

General Eaker declares that his training in debating, received at Southeastern State College, is among the most valuable he has ever received in his varied experience. Last May he returned to Southeastern to present to the college the Linschied Trophy, a bronze plaque designed to honor his former debate coach, Dr. A. E. Linschied, and the outstanding Forensic student of the college from year to year.

WHAT BECOMES OF DEBATERS?

Continued from Page 171

and American life unexcelled in the commercial world. In all this Dwayne Orton has had his part along with the group of business men headed by Thomas J. Watson. Mr. Orton is not ashamed of the fact that he began his business career working with his hands as a draftsman at the Union Tool Company, Torrance, California, in 1921-22, and for the Western Machine Co. of Los Angeles, and the Los Angeles Railway Co. during his summer vacations and previously in his high school and college days.

If asked about the potent influences in his career, an unusually successful one for a young man, Mr. Orton would unhesitatingly place his debate training in a leading position. We should not close this brief survey without mentioning that he was a member of the First National Clinic on Aviation, served during World War II as Educational Consultant, Civil Aeronautics Administration, spending six months full time service with the government.

Mr. Orton was married to Edna Marie Olson of Los Angeles, a school mate, shortly after his graduation from colloge, and has three children: Jean Elizabeth, 17; Nancy Marie, 13; and Lawrence Dwayne, 6.

He is a member of Pi Kappa Delta debating honor society; Phi Delta Kappa National Honorary in Education; Pi Gamma Mu National Social Science Honorary; and the Delta Alpha Scholarship Society at the University of Redlands. In addition he has been a member of many committees and commissions in the educational field which we shall not take the space to enumerate here.

STATESMANSHIP AND ARGUMENT

Continued from Page 168

of all constitutional governments. Debate must become the world's most powerful instrument for the settlement of disputes. Unless debate, not violence, is employed in present and future controversies, mechanical, chemical, and atomic warfare will destroy us and all we hold dear. We must debate or perish.

DELTA SIGMA RHO NOTES

Hurst R. Anderson, Ohio Wesleyan '28, formerly of the Speech department and coach of debate at Allegheny College, Penna., and later president of Centenary Collegiate Institute of Hackettstown, N. J., was recently chosen president of Hamline University of St. Paul, Minn. His brother, Paul Anderson, of the class of '28 at Ohio Wesleyan is President of Pennsylvania College for Women at Pittsburgh, Penna.

Carl W. Thompson. Univ. of Wis., '35 was a candidate for Governor on the Democratic ballot in Wisconsin in the recent election..

Robert G. Gunderson, Wisconsin, '37 has recently been appointed assistant professor of Speech at Oberlin College, Ohio.

Boston University announces its third annual forensic tournament for February 11-12, '49. At Boston they take pride in the friendliness and the social aspects of their tournament as well as in the debate program.

FEDERAL WORLD GOVERNMENT DEFINITIONS AND ANALYSIS II

Continued

Hugo E. Hellman

The Economic and Social Council

In addition to the General Assembly, the Security Council and a contemplated international police force, the U.N. has among its other organs an Economic and Social Council, a Trusteeship Council and an International Court of Justice. The first of these, the Economic and Social Council, consists of eighteen members of the U.N. elected by the General Assembly. It was the function and power of this particular Council to initiate studies and reports with respect to international economic, social, cultural, educational, health and related matters and make recommendations with respect to such matters to the General Assembly and members of the U.N. This Council was charged particularly with making recommendations for the purpose of promoting the respect for and the observance of human rights and the fundamental freedoms for all.

The international Trusteeship Council was set up to apply to:

a. Territories held under mandate.

b. Territories which may be detached from enemy states as a result of World War II.

c. Territories voluntarily placed under this system by states responsible for their administration.

According to the U. N. Charter the Trusteeship Council was to consist of those members administering trust territories, the permanent members of the Security Council, and as many other members as the General Assembly may decide to elect for a three-year term.

The International Court of Justice for the U.N. was to consist of fifteen members, no two of whom were to be nations of the same state. The Charter specified that the Court be composed of a body of independent subjects, elected regardless of their nationalities from persons of high moral character who possess the qualifications required in their respective countries for appointment to the highest judicial offices or are juris consults of recognized competency in international law. According to the U.N. Charter members to the Court are to be elected by the General Assembly from a list of persons nominated by the national groups in the Permanent Court of Arbitration in accordance with certain provisions. Members of the Court are to be elected for a nine-year term and they may be re-elected. The Charter further provided that only states (nations) can be parties in cases before the International Court and the Court was to function—deciding in accordance with international law such disputes as were submitted to it. The Court was to decide on the following three bases:

(1) International conventions establishing rules expressly recognized by the contesting states;

(2) International custom, as evidence of a general practice accepted by law;

(3) The general principle of law recognized by civilized nations.

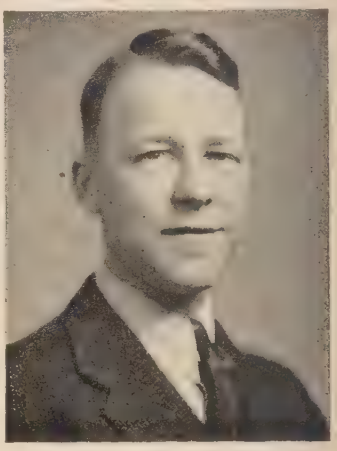
Summary

You now have a rough outline of the general nature of the U. N.—including a description of the functions and powers of the various organs that make up the body. As we have indicated before the United Nations is a confederation, and it might be briefly defined as a confederation of the nations of the world joined together to maintain international peace and security, to develop friendly international relations among nations, to achieve international cooperation, and to be a center for harmonizing the actions of nations in the attainment of these ends.

What Do You Mean Now?

Thus far we have defined and explained all of the terms in our proposition except that one little word "now." Little words are sometimes extremely important, and we believe this is the case with the little word "now" in this proposition. A great many debates in the course of the coming season are going to hinge on the interpretation of this word and we believe for that reason if for no other, the wise debater will have clearly in mind what it stands for before he starts.

Of course you know what now means—generally. Webster says now means "at the present time." Webster also says now means "in or under the present circumstances." It is with particular reference to this last meaning that the term is used in our proposition. Our proposition says that the U.N. should be revised under the present circumstances. Our proposition says that the revision to a federal world government should be made at this



Hugo E. Hellman
Marquette University

juncture in international affairs. Now means at once, but of course it does not mean that the job must be completed today. Now means without any stalling, and without any delay. Now means without waiting for time to pass and temporal difficulties to resolve themselves. Now means the sooner the better and if it means the sooner the better it means that we should take immediate steps towards the achievement of the goal which in the nature of things may not be achieved for weeks or perhaps even months.

What now means in this year's debate propositon can be arrived at most accurately by a consideration of other phrasings of the proposition that might have been used. The proposition might have been worded simply: "Resolved: that the U.N. should be revised into a federal world government." The question here would be whether or not we should establish a federal government among the nations of the

world working through the U.N., with the emphasis on whether or not ultimately this would be something good to be achieved. The time element under this proposition would be whether or not this is something we should work **toward.**

On the other hand the proposition might have been worded: "Resolved: that this is the time to revise the U.N. into a federal world government." Here the emphasis would be on whether or not present circumstances argued toward the establishment of world government of a federal type through the U.N.

Our proposition is about midway between these two. The first proposition goes to one extreme emphasizing the idea of the ultimate good of the proposal, the second proposition goes to the other extreme, emphasizing the timeliness of the proposal. Our proposition spreads to both ends of this area of argument.

We might put it this way. Under the first proposition suggested above the question of the time is of minor importance. Under the second proposition (that this is the time to do the revising), whether or not present circumstances argue for revision is the issue in the debate. On our present proposition the question of whether or not this is the time is one of the issues in the debate.

We believe, however, that it is logical to conclude that the question of the time under the present proposition might become the issue in a particular debate. The question in a very real way is whether or not we should seek this revision now and it is therefore the duty of the affirmative that it should be done now. If therefore the negative takes the position that now is not the time and can properly evidence this position, the negative might win the debate on this issue.

Summary

We have now defined and clarified our terms and have arrived at enough of a preliminary understanding of what our proposition is all about to make the next step in our preparation. Our proposition, we might say, is:

Whether or not it would be a good idea under preesnt circumstances to strengthen the U.N. Charter to the extent that the organization function as a federation of the Nations of the world.

Locating the Issues

The next step after defining the terms is that of making a preliminary analysis of the proposition to locate the tentative issues. We say "tentative" issues because it is only after long study and a few practice debates that you can really locate the true issues on a proposition. The true issues are the battlefields upon which you must fight it out with your opponents during the debate season. The tentative issues enable you to study the question intelligently. When you know the tentative issues before you start reading you are able to appreciate the significance of what you read.

What Are the Issues?

Once upon a time there was a Moron who dug his way through a junk pile, but he didn't find what he was looking for. He failed to find it because he didn't know what he was looking for. You will be like the Moron digging through the junk pile if before you begin you do not know what you are looking for. What are issues anyway? Issues are the sub-points in the argument. Issues are important points. More accurately, issues are the sub-propositions upon which the truths of the proposition for debate depend. In a nutshell, issues are the questions that a thinking man wants answered before he "goes for" a proposition.

If you are a thinking man and someone said to you, "You ought to have a mustache," you would probably reply, "Why should I?" And then analyzing (stating the issues), you would probably say (1) "What's wrong with my face now?" (2) "How would my face be improved with a cooky duster on my upper lip?" (3) "What makes you think I could grow a mustache if I wanted to?"

Ask a thinking man, "Should we have a federal world government?" and he will probably answer by saying, "That depends." And then he will go on to explain that it depends on several things:

(1) It depends on whether or not international affairs are in a bad state—so bad that something has to be done;

(2)) It depends on whether or not that something has to be done is the establishment of a government of the federal type, and

(3) It depends on whether or not this proposal is practicable and feasible.

You should note that these three are sub-propositions on which the big proposition depends. They are supports on which the proposition stands—like a table on its legs. These sub-propositions sustain it, they hold it up, they support it and since the affirmative is trying to sustain the proposition, the negative is trying to knock it down, the issues are the points that the affirmative affirms and the negative denies.

But How?

How do we get the issues? We do not invent them, we don't make them up, we discover them. We find them like the prospector finds gold —by digging in the right places. The right place is in the area of the argument we marked out by defining the proposition. The digging is called analyzing of thinking. We do this analyzing by sitting down with the defined proposition in front of us, looking at it, and asking just why we should agree (or disagree) with it.

FIRST. The issues on a debate proposition are what follows the thinking man's question "Why?" If you toss a thoughtful "Why" in the direction of the proposal to revise the United Nations into a federal world government, the first questions that come to mind are, "What is the matter with the U.N.?" "Are our international problems not being solved by the U.N.?" IS our international situation deteriorating under the U.N.?" "Does the situation call for action?" "Are we headed for trouble?"

What is the situation among nations under the U.N. anyway? Does the possibility exist, that is, that war is something which must be avoided? Can nations today protect citizens from war? Is war imminent and perhaps inevitable? How does the atom bomb fit into the international picture? What is the significance of these horrible things we have heard about bacteriological warfare? Are there problems in trade, shipping, radio, aircraft, relief and rehabilitation, etc. which are not being met? Boiled down into

a simple sentence these questions may be stated as the first issue arising under our proposition as follows:

Are we headed for trouble in international affairs?

The experienced debater will know that this is a more pertinent statement of the trite and conventional first issue—is there need for a change?—Is there a cause for action? — Is the status quo unsatisfactory?

SECOND. Moving on in the thinking about the proposal to revise the U.N. into a federal world government from the consideration of the condition of international affairs, and granting for the moment that we are headed for trouble, then the next question is whether or not world government of the federal type can head off that trouble. The question here is two-fold. First, there is the basic question of whether government on the international scale is the solution indicated, and secondly whether or not government of the federal type is needed. Is federal world government the answer? Can federal world government solve the problem of the atom bomb? Is the federal structure the most effective type of governmental structure for unifying nations and setting up law among them? Can federal world government meet and solve the problem of the atom bomb? Will peace and security be achieved through world federal government? This issue can be formally stated as follows:

Can federal world government head off the trouble?

THIRD. Assuming now that we are headed for trouble and that the world federal government offers a possible solution, the next question which arises under the proposition is the one method of plan. Is the best method of achieving world government that of revising the U.N.? We might attempt to establish world government in the world in many different ways. We might start from scratch by calling a constitutional convention outside the U.N.—simply inviting all the interested nations to send delegates to such a convention at a certain time and in a certain place. A federal world government might also be established by conquest. Someone might propose that we scatter atom bombs over the length and breadth of Soviet Russia and various other recalcitrant areas of the world. The proposal here however is that the objective is to be achieved by working through the United Nations by a revision of the Charter. Formally stated, it would read: **Can Federal World Government be best achieved through a revision of the U.N.?**

FOURTH. If we are headed for trouble in international affairs and something must be done and if world government of the federal type is the indicated solution and if the best way to the establishment of that government is through a revision of the U.N. charter, then there remains only the question, "Now?" The question remains is this the time to do it? Should this be done now? Is this the opportune time? Are the conditions in international affairs such at the present time either such that (1) you got to do it or (2) this is the ideal time in which to do it. The issue here is simply: IS NOW THE TIME?

Summary

In the outset of this tentative analysis we made the point that the issues are the sub-propositions that sustain our proposal. They are the questions a thinking man would want answered before he "goes for" a proposition, let us see now if we have the issues on our proposition.

(1) If we are headed for trouble in international affairs and

(2) If world government of the federal type is the solution for heading off the trouble and

(3) If working through the U.N. is the best way to achieve federal world government and

(4) If now is the time to do the job—

Then the U.N. should now be revised into a federal world government. Our analysis is therefore complete. We have analyzed our proposition, sub-dividing it into four issues, upon which it will stand solidly as a well-made table upon four legs.

Is It Really Futile?

ANYWAY, DISCOURAGED HIGH SCHOOL TEACHER GETS THE GRIPES OFF HER CHEST

Dear Mr. Editor:

While sorting through some school materials this afternoon, I found an issue of The Debater's Magazine for December, 1947. I immediately recalled my irritation when reading the articles by Willis F. Dunbar and Vernon Beckman concerning the relative merits and demerits of debate. Neither had expressed what seemed to me the most obvious weaknesses of high school debating, and what I intended then in answer to their diagnosis is just what I think I am going to write now.

Always the least popular speech activity in schools, traditional debating, in my opinion, has degenerated to clashless chitter-chatter called "argument" in which "Here are MY facts" and "MY authority says this" often constitute a prememorized constructive speech and in some cases a rebuttal speech as well. If the student has rehearsed it enough in advance and can therefore exhibit a greater degree of fluency, his team will usually be given the judges' decision.

Debating, as conducted in high schools, is not intended for public enlightenment. It is many times purposeful to withhold information or the solution (never solutions) to the problem involved in order that the opponent will have a much shorter period to refute arguments. It is assumed that the audience (in the rare instance there is one) has gathered for the sole purpose of hearing the judges' decision.

We tend to make dogmatic speakers of our debaters. Opponents can never be judged right in their opinions. The opposition's authority is prejudiced; their data, unsound; their facts, misinterpreted or misleading. Any admission on their part will force the judge to pencil through some of the points he has scored on their side of the ledger.

Debating may promote premeditated unfairness. It is often purposeful to admit right up to ninety-nine percent of the affirmative case and introduce only a slight modification of the affirmative stand at the last possible moment. The affirmative

have spent a great deal of time showing a need for change in the status quo. The negative thank them for this service and point out that they differ with them only on a proper solution. This alteration may be slight or a much more radical change. It may be an idealistic plan philosophic in nature deliberately planned to evade the proposition as stated. It may sound impressive to the judge, but the affirmative have the great disadvantage of being forced to answer impromptu what the negative may have taken months to formulate. This seems to me quite unethical strategy. -

The affirmative are often told the heavy burden they must assume, sometimes with an imposing array of exact issues to be covered in the course of the debate. They must prove their contentions beyond a reasonable doubt—or else.

Unlike any sensible group discussion of contemporary problems, rigidity of debate form eliminates any interruptions. It doesn't matter that authority has been misquoted or erroneous information given. Any pertinent question or objections must wait for as long a period as some ten to forty minutes later when association has dimmed. Also, unlike sensible group discussion procedure, an arbitrary point of view must be insisted upon regardless of reliable evidence to the contrary on any issue. I suggest that our democracy is already overburdened with persons of single track minds and arbitrary points of view. The onslaught of political speeches this fall will be ample proving ground for this assertion.

Mr. Beckman points out that "choosing and wording the annual high school debate topic is no haphazard business. Topics which receive the greatest number of votes from debate coaches throughout the country are presented and discussed at the national convention of teachers of speech, at which time three are selected and submitted to the coaches again for final vote." I do not quite understand what the word "again" means. The choice in Michigan, at least, has been one out of three. The questions are usually national in scope involving extensive historical research. I believe it is wrong to assume that high school students can be adequately prepared to discuss intelligenlty the merits let us say of Federal World Government in the usual time allotted to debate. Schools open the first week in September and debates are usually scheduled during the months of November and December. Directors of debate may or may not be teachers of social studies. If not, the teacher of speech encourages the use of Handbooks on the question or the Selected Readings Series the material of which may be a far cry from the definite contention the debater may have in mind. For high school debating it would be much more sensible to have a proposition which did not require the extensive background of historical research. The emphasis in high school, it seems to me, should be on the thinking through process rather than concentration on data. Such a proposition as the one concerning uniformity of state marriage and divorce laws is an excellent example.

If the high school coach is lucky enough to have her squad enrolled in a regularly scheduled class in debate, she will be expected to devote considerable time to text book discussion of debate strategy and logic. As yet, text book discussion is too formal in nature for high school students. Meager illustrative materials are offered and inadequate clarification is given to terminology. Although the following statements are not taken ver batim from textbooks, they constitute the type of advice given to our fourteen to eighteen year old high school debaters.

First, state your opponent's arguments and be sure you have been "selective" on the points you have chosen to answer. Use "refutation" anywhere at any time. Reduce your opponent's argument by "Reductio ad absurdum" to an absurdity. Take your opponent's dilemma by the horns. Expose irrelevant arguments, hasty generalizations, false analogies. Question his use of averages. Point out that they are not true averages. Watch for mistakes in casual relationships, in unreliable statistics, and insufficient evidence. Call attention to the time element. The testimony may be minimized as outdated or irrelevant. Point out instances when your opponent has ignored or begged the question. Perhaps he is using the appeal ad Hominem. Ask yourself if his authorities are open to question, if they are prejudiced (who isn't), if they were aware of the significance to be given to their opinion. Your opponents may have chosen their authority to establish a preconceived conclusion (indeed they have!). They may even have changed their minds in the light of present day circumstances. After showing three or four of your opponent's issues untenable, use the method of "residue". Detect whether or not he is using "straw men". Nothing could be as damaging to him as to point out that he has directed his arguments to those anticipated but as yet unstated. Stress the fact that his process of inductive reasoning is unsound since his study has covered an insufficient number of cases. This is always a valid objection since no inductive process is ever complete. Accuse him of indulging in catch phrases or stereotype which only temporarily sway the mind. Question all ambiguous terms. By doing so he may be forced to waste a major portion of his time on the defensive.

So much for techniques. It all sounds effective in theory, but I can assure you that it is quite impossible to teach. Immaturity of reasoning ability and lack of background knowledge on problems of great social significance contribute little fertile soil for argumentative seeds. A high school coach is lucky if his debaters accumulate enough information to talk somewhat sensibly on the question. For these many reasons and others, it would seem advisable to me to place the skeleton of traditional debate in the proverbial closet and distribute the hours for the many new and much more popular training fields in speech.

Yours truly,
MRS. JACK LOCKWOOD,
Director of Debate,
Ypsilanti (Mich.) High School.

Ed. Note—We are publishing this letter because we felt that we detected in it an honest, if discouraged attitude toward debate. The Debater's Magazine was founded to help raise debate standards and ideals, and here is a straightforward view of what is wrong. Immature attitudes and tricky tactics, coupled with some meaningless nomenclature and methods which are hard and uninteresting to teach. It is really too bad that not all debaters really debate and not all coaches teach fair and straightforward argument and debate. However, we do

Turn to Page 191

College Handbook Division

E. R. Nichols
University of Redlands
Editor College Handbook

THE 1948-1949 SUBJECTS

The National Subject: Resolved, that the federal government should adopt a policy of equalizing educational opportunity in tax supported schools by means of annual grants.

National Discussion Subject: How can civil liberties be guaranteed to all those living in the United States?

Western Debate Subject: Resolved, that the United States should adopt a policy of economic controls as opposed to a policy of free economy.

Western Discussion Topic: What shall we do about Communism in the United States?

COLLEGE HANDBOOK

IT is not for us to say much as the season progresses. We do not pose as an authority on debate subjects. We just collect opinions and sometimes we utter them and sometimes we don't. It irks us to be quoted in a debate when we are cast in the role of judge. Sometimes we think we should "shut up" and stay shut up, but like all debaters we love to talk, and just keep on.

With the above preliminary remarks may we say—that we are enjoying the Western Subject which finally boiled down to "the U. S. should adopt a system of planned economy." If you think this does not make a wonderful debate subject you have another guess coming. It is a magnificent subject. Really big enough for a whole year's study and we are sorry we cannot say as much for the National subject of Federal Aid to Education. Frankly, we think it can be fairly well mastered in less than a month. Try that on planned economy! The procession will just march on and leave you, for this subject demands a lot of study and thought. To begin with it is baffling after one gets started into it, and tremendously stimulating when one gets really into it effectively.

Its strategy is simple but extremely difficult. It challenges experienced debaters, and flabbergasts beginners. It presents a problem in selecting a convincing need that can be solved or met with a reasonable planned economy or solution. Its possibilities are many. Success lies in skillful and careful selection—in binding need and plan together in a convincing case. The negative can choose to dispute the need. Can admit the need and challenge the efficacy of the plan or solution. May be able to show it does not meet the need or is impracticable and dangerous if it does. It can make a case against lock-step economy and planning rigidly in a country that prides itself on freedom, liberty of action, and enterprise. It is a good old fight over what government really exists for—to promote the welfare of the people or to tell them off and shove them around like checkers in a great national game. In other words, to govern them paternally because they can't govern themselves successfully. This debate tests the old adage that to govern least is to govern best; whether the essence of government is **control,** and whether **control** is essential to justice and public welfare. There is no subject on which we need so badly an educated citizenship as we do on this matter of a planned or free economy, for it is fraught with danger either way you look at it. As a democracy we can fail from haphazard, undirected, selfish economy, and on the other hand we can achieve dictatorship and tyranny and a downtrodden proletariat almost at a bound and without becoming conscious of it until it is too late. Get the idea of why we praise this subject as a debate topic?

Now the trouble with aid to Education is that the statistics are contradictory. It is hard to ascertain the truth. Either the states are tightwads who do not willingly support education as they ought and do not deserve help, or they are really too poor to do so. There are figures both ways and there are ways to test the figures. Again, can poor old Uncle Sam continue to be Santa Claus for every cause? Where is the money to come from? Will the distribution be just? Can it be kept just without control by the federal government? Can the federal government give and not ultimately take control? Will such control be safe in the hands of politicians who are not averse to rifling the public treasury to gain votes and stay in power?

Federal Aid to Education is an important subject—most important in its ultimate reach if it is to be used to propagandize youth rather than educate them, and who is to say that it will not ultimately be carried to these lengths? It does make a good debate, and will continue to be a good one if Congress does not spoil it before our debate season is over.

Most of us will be impatient with the religious interference on this subject. It does put the public school and the private parochial schools up to the age old test? Which is better? Which deserves support? Should both be accepted and supported? Fortunately our subject dodges this issue by leaving the private and parochial out of the statement, but a designing negative can find a way to drag it in again.

There may be a lot of argument over whose function education really is—the states and local governments or the federal governments, or both? There will be trouble over that proposition of **equalizing,** which beyond a general attempt is not a thing possible of achievement.

Definition of this term muct be very tolerant or liberal or there is intense squabbling and dissatisfaction. At best the affirmative must present a reasonably just plan or method of "equalizing" educational opportunity and that is not going to be easy. Appropriating money will not do it. There must be careful distribution and perhaps intensely rigid control if it is to be accomplished in the slightest degree.

With these slight indications of rocks in the pathway, allow us to predict that this debate is likely to become one of skillful juggling of arguments and polished delivery. One thing it cannot really be is a head-on-collision of arguments. The truth or untruth behind the arguments becomes an important factor in this debate. Skillful testing of argument will pay off in this debate, if it isn't overwhelmed by suave delivery and "pious hot-air" before it registers. Perhaps this is too bold a prediction from just having read some of the main arguments as presented in hearings and congressional debate, yet it is the impression that study registered with the writer.

Debate Techniques

"AND NOW TO DEFINE THE TERMS"

By Roy C. Nelson
Associate Professor Colorado A & M College

THE quality of any debate depends to a large extent on a concise, accurate, and honest appraisal of the main terms in a resolution. Although almost all textbooks on argumentation carry chapters on definitions of terms and principles to be followed, yet many high school and college debaters are perfunctory in analyzing the questions they debate. In listening to hundreds of dabtes over a period of years, the writer has observed many recurring deficiencies in the interpretation of the resolution. Among the most common faults:

1. Strained and limited definitions for purpose of strategy.
2. Quibbling over terms when no issue is at stake.
3. Failure to contend definitions when they are issues.
4. Failure of affirmative plan to correspond to the terms as defined.
5. Reliance on dictionary definitions.
6. Inefficiency in the use of language.
7. Confusion over the meaning of the word "should."

Strained Definitions

In any debate it is good argumentation to find areas of agreement so that the real areas of disagreement can be located and discussed. The meaning of the propo-

Turn to Page 178

ASSUMPTIONS UNDERLYING ANALYSIS IN DEBATE

By Wilbur E. Moore
Central Michigan College

THAT there exist among debate coaches and debaters marked differences of opinion about what constitutes "correct analysis" of a debate proposition is evidenced by the disputes over the affirmative's duties regarding plan, accusations of illegitimate strategems, and the quibbling over such terms as "federal," "world government," "compulsory arbitration," etc. The tendency of affirmatives to reduce their burden of proof by restricted definitions and the objections of the negatives to this practice have led debaters more and more to shift from issues of policy to issues of definition. Apparently wide training, which includes study of the standard works on argumentation, and broad experience, which includes participation in many strong tournaments, do not prevent confusing interpretations or shifting from issues of expediency to issues of definition on propositions of policy so that no logically adequate basis of decision is provided, for the writer has observed finalists in important tournaments devoting half their time to quibbling over what constitutes "substantial increase in power" and whether "compulsory arbitration" involves compulsory enforcement of the findings of an arbitration board, or merely the compulsion to arbitrate.

Although such debating at its worst can probably never be prevented, still it is the writer's belief that certain contributions in recent years by writers on psycho-logics and certain principles of analysis outlined nearly two thousand years ago by Quintilian can, if followed, do much to reduce the dissensions over interpretation and the shifts in issues.

Of the factors contributing to fruitless quibbling, the first perhaps, is an awareness of the multivalued or variable character of the terms in a debate proposition. A multivalued term is one to which may be assigned any one of a number of values.[1]

Before the validity of a proposition containing multivalued terms can be determined, agreement must be reached on the values to be assigned to the terms. For example, no one would think of debating the validity of the proposition $x \times y = 30$ without first assigning values. Debate cannot settle the values to be assigned. Agreement must be reached. Further, the values do not inhere in x or y. If we unconsciously assume that they do, then two persons may quibble over whether $x = 5$ or 6 or 10, and $y = 6$ or 5 or 3. The validity of a proposition containing such terms can not be evaluated until agreement is reached on the value (meaning) of x. The value of y may then be deduced. Debate about the validity of propositions containing multivalued terms is meaningless and fruitless.[2]

That the terms in debate propositions are multivalued or variable can usually be demonstrated without recourse to authority. The uncertainty and confusion in the evaluation of both judges and debaters after a debate over interpretation is generally apparent. The uncertainty as to which "is correct" results from the unconscious assumption that there is "a correct definition." However, if authority is needed, one may only look at the values given to "federal" or "government" in the Oxford Dictionary or Encyclopedia of Political Science to be convinced that such terms are variable.

Since they are variable, a debate on a proposition of policy becomes meaningless when either team refuses to accept the value assigned by its opponent. Further, since the values of terms like "government," "federal," "compulsory arbitration" are usually determined by custom

(i.e. the values given to them by judges, political scientists, legislative acts, etc.) and since custom varies greatly, both teams in many instances may produce much reason and authority in support of the values they are assigning. The fact remains, however, that debate on the proposition has stopped and must remain meaningless until agreement can be reached.

It would seem to the writer that debaters trained to accept the assumption that the meanings inhere in the terms and the issues inhere in the proposition[3] instead of being assigned by them are more likely to assume that "their meanings are the real meanings." They are, therefore, more likely to be controlled by the unconscious projective mechanisms and to refuse to be flexible at a time in the debate when some flexibility is necessary if the debate is to progress from definition and interpretation to policy. Acquaintance with the nature of different levels of language and with the logic of variables, should help to reduce quibbling over interpretations.

A second general principle that should prevent fruitless quibbling may be discovered in Quintilian's treatment of the status or essential basis of a cause. A proposition of policy will rest mainly on general considerations of right or expediency.[4] For the affirmative to choose for the essential basis an issue of definition, to debate whether their plan meets the requirements of the proposition instead of accepting an unquestioned burden of proof and "proving" the advantages of their proposal is to invite criticism and hazard victory.[5] Although minor issues on propositions of policy may involve fact or definition, adequate analysis of a proposition of policy will in greatest likelihood indicate that the main focus must be upon general considerations of good.

Debaters who are aware that they are responsible for the assigning of meanings and agreeing upon them early, and who are eager in discussions of policy to choose as a basis of their cause questions of "right" and "good" and "expediency," should raise the standards of debate and restore to it the respect which it deserves.

1 Reichenbach, Hans, Elements of Symbolic Logic, pp. 80-91.

Turn to Page 209

AND NOW TO DEFINE THE TERMS

Continued from Page 177

sition should be one of these areas of agreement, and this agreement should be reached as early as possible in the debate. Often standing in the way of reaching agreement is a timidity on the part of the affirmative to accept the burden of advocating a far-reaching change. Frequently a question of policy is a statement calling for a bold and radical solution, and the first of the faults mentioned above results when the affirmative shrinks from its responsibility by torturing the proposition to mean something less than it really does. If debate is merely an intellectual sport with a favorable decision from a judge as its major goal, then the affirmative is right in assuming as little burden of proof as possible by obscuring the real issues with fuzzy definitions. But if debate consists of informative and persuasive speaking, which seeks to clarify the thinking of an audience on an important problem, then the affirmative should objectively analyze the proposition so that the discussion which follows will be significant. In listening to a debate before the war on the proposition, "Resolved: That the United States should form an alliance with Great Britain, the author heard an affirmative define "alliance" as a mere trade treaty. True, this affirmative presented an air-tight case for a trade treaty, but in so doing, it missed an opportunity to enlighten the audience on a possible military course of action for our nation in those critical days.

Quibbling

Many negative teams accept the principle that definitions of the affirmative must in every case be challenged. Some negatives attack affirmative definitions ostensibly to take up time so as to prevent the affirmative from developing its case. These practices cannot be defended as good strategy; certainly they are not good debate. The writer remembers what might have been an excellent debate on the proposition, Resolved: That the federal government should provide a system of complete medical care available to all citizens at public expense, marred by the negative's insistence in its four speeches that "complete" meant total in an absolute sense. From the audience's viewpoint, such quibbling is tedious and dull. If the affirmative has interpreted the question fairly, the negative can do no better than to accept that interpretation, compromising on minor differences, if necessary.

Failure to Contend Definitions

Because of the nature of the wording of some propositions of policy, there may be an honest disagreement over the meaning of a term or of the entire resolution. In such case the meaning of the term becomes a bone of contention. When this occurs, the issue is primary. Agreement must be reached before going on to other arguments. There can be no real debate when each team is, in fact, debating a different proposition. In the proposition, Resolved: That labor should be given a direct share in the management of industry, disagreement over the meaning of "direct share" was frequent. Once the author heard an affirmative team define "direct share" by advocating a plan of labor-management advisory committees, similar to those adopted by industry during the war. Without challenging this definition, the negative presented the same idea in a counterplan as a solution to the need which it had admitted. Of course there was no debate. This negative could have saved the time of everyone concerned with an announcement that it was in complete agreement with the affirmative solution, and then sat down. There was a case in which a term should have been the main issue.

Plan Not Corresponding to Terms

If the affirmative argues a specific plan, it is traditionally presented in the second affirmative constructive speech. Intervening between the definition of terms and the plan are nearly all of the first constructive speech of the affirmative and all of the first constructive speech of the negative. The affirmative plan must meet the terms of the proposition, but sometimes the affirmative is remiss in that it ignores its own definitions and presents a plan which does not fulfill the requirements it has previously set up. This error could be

overcome by the first affirmative speaker sketching the affirmative plan immediately following the definition of terms, and at that time showing how the plan meets the obligations of the affirmative under the proposition. By using this method of application, the affirmative plan could also be the means of defining the proposition, for there is no better way of making meaning clear than by specific example. Wishing to keep the negative from attacking their plans as long as possible, affirmative teams may object to this procedure for reasons of strategy. But if an affirmative has a good plan, there can be no point in keeping the negative from debating it. When need is admitted by the negative, as it sometimes is, the main issue of the debate centers on the affirmative plan. There can be no logic in allowing two constructive speeches to be wasted where the real issue is presented to the audience.

Reliance on Dictionary

Many college and high school debaters do not always realize the limitations of a dictionary as an authority for obtaining the meaning of terms in a debate proposition. Too often **Webster's International Dictionary** is the only source quoted. Semantics has demonstrated that words do not have absolute meanings; that some words have many meanings; and that words are modified by context. It is quite obvious that "federal," "world," and "government" standing by themselves mean something different from "federal world government" phrased as one term. The proposition must be interpreted as a whole, and to do that, the aid of specialized authorities in the fields of government, education, law, or to whatever field the proposition may apply must be drawn upon.

Economy of Language

Perhaps one of the most frequent errors in defining terms is inexact verbiage. To define terms so that they may be comprehended with the least possible mental effort by the listeners and at the some time to make the meaning unmistakably clear is the goal toward which both teams should strive. A word cannot adequately be defined by a mere synonym. Neither can a term be made clear by explaining it in more technical language than the original. Nor should it be necessary to use up the major portion of the first constructive speech to explain the meaning of the proposition. Subjective judgments and loaded labels add little to debating and certainly need to be avoided in defining terms. Economy of language results from a careful choice of specific, concrete and objective symbols. To achieve this result, definitions cannot flow from the inspiration of the moment but must be thoughtfully prepared beforehand.

Meaning of "Should"

As the word "should" appears in almost every question of policy, its meaning ought, therefore, to offer no problem to the experienced debater. However, anyone who listened to the debates on federal world government last year knows that this auxiliary caused considerable perplexity. Even in some of the debates at the West Point National Tournament, quibbles arose over the meaning of the word "should." To avoid confusion over the interpretation of "should" may perhaps be one of the reasons the N.U.E.A. Committee eliminated it entirely from the current national high school question: Resolved: That the United Nations now be revised into a federal world government. Nevertheless, "should" is implied even in this proposition.

Then what does "should" mean in a question of policy? Does it mean the policy **would** be adopted? Does it mean the policy **could** be adopted? Does it merely mean that morally and ethically the proposal **ought** to be adopted? To answer these questions, the author believes that the affirmative is under no obligation to show that its plan would be accepted and written into law; however, the affirmative must demonstrate that the proposal is feasible, practicable, and possible, or that it could be adopted. Legality and constitutionality must be waived by both sides. The affirmative may argue that its proposal ought to be adopted for ethical and moral reasons, but it must do more; the affirmative must show that its plan is attainable and the necessary instruments can be created to put it into operation. In support of the proposition, Resolved: That the federal government should adopt a policy of equalizing educational opportunity in the tax supported schools by annual grants, the affirmative may advocate equality of educational opportunity as a desirable democratic goal, but the practical means of achieving this ideal must be demonstrated.

With the prevalence of various public opinion polls, negative teams have frequently used these polls as evidence. They argue that a particular proposal **should** not be adopted because a majority of the people are opposed to it. To accept this argument would be to make debating per se ridiculous. Carrying this argument to its logical conclusion would result in replacing a discussion of the merits of a policy by a sampling of public opinion by Dr. Gallup. It should be remembered that many federal and state statutes were once bitterly opposed by an overwhelming majority. One of the purposes of debate is, of course, to convince that majority of the wisdom of the proposed course of action. Public opinion, continually responding to argument in our press, radio, and legislative halls, is seldom static. That is as it should be. Public opinion becomes a "should" factor only when widespread acceptance is necessary to insure the practicability of the plan. Prohibition of manufacture and sale of alcoholic beverages illustrates a case where such an argument is valid.

An article well worth the attention of every coach and debater is one by F. W. Lambertson, entitled, The Meaning of the Word "Should" in a question of Policy, appearing in the **Quarterly Journal of Speech** for December, 1942. After examining the viewpoints of many authorities in argumentation, Professor Lambertson concludes: "A plan 'should' be adopted if it is wise, good, desirable and practicable; if, of all the alternate courses of action, it will most adequately remedy the existing or threatening evils."

Agreement Through Preliminary Discussion

In seeking to remedy these troublesome areas in determining the meaning of a resolution, various forensic tournaments have experimented with a short conference preceding the debate. With the critic or judge acting as moderator, the two sides discuss the proposition to iron out any differences in interpreta-

tion. This method is effective in helping the participants to reach an agreement before the formal speeches begin, and it is successful in eliminating many of the deficiencies which grow out of defining terms. When this procedure is used, it should be remembered that for debate to be intelligible to the audience, the audience must possess the same understanding of the meaning of the resolution as the two teams. Any preliminary discussion of terms should, then, be conducted so as to benefiit the listeners as much as the participants.

Good Definitions Make for Good Debating

Proceeding with a sound philosophy of debate and knowledge of the principles of the use of language, the debater need have no difficulty in defining the proposition. If in any debate the state of the controversy is sharply delineated so that the real dispute of the matter can be attacked, then good work in grasping the meaning of the resolution has been accomplished. When this is true, proponents of the proposition, critics and audience will enjoy stimulating argument.

Department of College Oratory

TIME AND CHANGE

Dorothy Fleming
Southwestern Louisiana Institute

I was born in Iloilo, one of the Islands of Panay. Iloilo was a busy little city with approximately 35,000 inhabitants. However, as we moved from there when I was very young, a year old to be exact, my remembrance of that place is rather vague. Then, there was Cebu. My father was connected with an American firm which called for a transfer every three or four years, thus causing the family to remove from one island to another. I was nine years old when we lived in Cebu. The most pleasant days of my young life were spent there, a place which to the ordinary American would look just like any other tropical island, but, to me, it was a paradise whose grandeur was untouched by man. But, like everything that must end, even that had to pass away, and once again we were on the road to a new environment—this time Manila, the capital of the Philippine Islands—a Shangrila with her thousand grandeurs and beauties. A city arrogant and proud of her sunsets, kindly and accommodating to her people and admiring and friendly to her protector—America! A city where agile native girls, brown and tiny, dance to the beat of the drums and sing to the accompaniment of soft and moody music of guitars. It was glorious. That, too, came to an end and once again life followed the beckoning finger of time and change, for on January 1, 1942, everything seemed to stop, even young hearts turned old, and the beauty which enveloped the whole city became pale with discouragement, and fear of our new masters—the Japanese!

There is no need for me to tell you of the doings of the Japanese while they were in the Philippines. They came and sowed seeds of destruction and want, but they were driven out with the shrewd imperiousness of our boys and harvested nothing but unforgettable shame in their own misery.

Yes, you are tired of hearing about war and stories of war beyond endurance. We are all aware, however, that the world is still fighting a battle—it is not a battle accompanied by the dripping blood of men, but the clash of wit and cunning of man against the glibness of man. Like you, I, too, would like to fly away from all these dreadful truths to a mountain top where there is no one to bother me nor anyone to bother; to erase forever from my memory how, like your sons, my friends and relatives died in the hands of the once ambitious Japan; to forget that there are other people besides me, and that as long as there are people, there are going to be wars and unhappiness.

Oh yes, when I think about it now, it seems so long ago. Living for two years in America has indeed erased the ugliness and turbulence of the three years of subjugation to the Rising Sun. America has taught me to be forgiving and through tears of hurt pride, I can still say that my place of birth once enjoyed plenty, even if she is no longer her picturesque self, but a land where contentment has vanished away and has been replaced by the figure of misery.

However, once in a while, memories creep into my mind demanding recognition of the things I used to do during those years. My memory brings me back to the time when the First American Cavalry entered the city with the triumphant cry of victory. I can recall, too, when our American boys made Dewey Boulevard their headquarters. Across from their barracks stood the partly bombed palatial residence of the former American Commissioner, Francis B. Sayre. I saw that the building had been spacious and sumptuous. The ground where it stood was once part of Manila Bay.

At night, when the chaos and humdrum of the day's work was over, I would sit outside or recline flat on my back to watch the twinkling stars flirt with one another and the glorious full yellow moon smile down on the invincible Mars. Yes, it was all there; the magnificence and beauty—all that I ever dreamed of I saw in one of God's wonderful canvasses. Not even war was able to destroy this loveliness. Amidst war's destruction there still was beauty.

I could laugh again when I think of those ridiculous happenings, but, as always, there is a funny side to every story, even in the midst of gunfire. For three years while the war was going on, I used to dream of going to America. Pre-war moving pictures showed such colorful panoramas, with handsome men or beautiful women intensifying my great attraction and yearning for America. My dream came true when in May, 1945, we were repatriated from Santo Tomas prison camp via America! Excitement played like mischievous sparks in my whole being. Even when we were 4,000 miles from Manila, I still couldn't believe it was true.

My first shock came when we reached Hawaii, where American inspectors wearing dark suits

boarded the ship. White suits are customary in the Philippines; dark suits are worn only when there is a death in the family. Then I chided myself for being so childish in my first shock. But when we landed in Port San Pedro, it was worse. I thought I was in a fairly land. I had never seen eyes of so many colors. The traditional Filipino is brown or black-eyed. It was a pleasure to sit in restaurants and watch a bevy of women pass by with hair colored so unlike the usual Filipino's dark brown or black hair. Even in a dreamland, one could also be embarrassed. When we boarded the train for Crowley, Louisiana, a marine came to me and said, "Hello, honey," I thought he was rather too cordial, but I finally accepted it as a friendly American greeting.

I need not tell you, of course, how wonderful I believe America is—kind and friendly. All that I ever hoped has materialized. Living here has opened my eyes to everything fine. It has taught me to be forgiving and generous. This is God's country overflowing with beauty and shared by the greatest people I have ever known.

No American can ever appreciate the abundance and good will his country offers him unless he is deprived of them. I hold my present and future living in America with trembling fear that someday it may be snatched away from me—everything has become dear to me. I have built an altar of thanksgiving within my heart. There is and there can never be a country like our America! Her high standard of living is the envy of the world. But, with her help, this democratic doctrine—"government of the people, by the people, and for the people"—shall ring true in every nation of the world.

Technically Speaking

QUESTION BOX, or DEPARTMENT OF TECHNICAL INFORMATION

George McCoy Musgrave, Editor

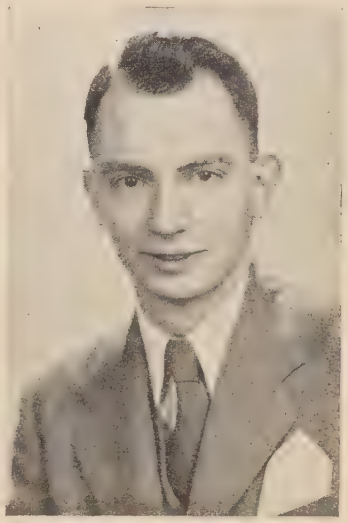
I am greatly indebted to Glenn H. Leggett, formely coach of dedebate at M.I.T., for the material which appears in this issue of "Technically Speaking."

Questions for discussion in future issues may be addressed to the magazine at Redlands, Calif., or to George M. Musgrave, 2339 Middlesex Drive, Toledo 6, Ohio.

1. What are some of the aims of debating?

Quoting from Leggett, "Debate is a competitive, intellectual sport whose academic purpose is to develop and train the mental processes and to teach the organization and clear expression of the ideas that result from this development. But, for the love of bickering, let us not forget that the primary purpose of debating from the debater's viewpoint is to promote fun—or 'intellectual sport,' if you insist upon more abstract words. As such, debating is like any other competitive sport—baseball, football, or basketball—which we play because we enjoy playing it. The fact that our muscles grow stronger and better coordinated is something we can let the physical instructors rationalize. We worry about our muscles in athletics only in that their improved coordination makes us better players, enables us to get more enjoyment out of the game. So it is with debate. The mental agility, the clean, clear-cut logic which debating develops is not an end in itself to the debater, but a means of making him a better debater. It is, in short, a means of giving him more fun—of making the clash over an issue or proposition more genuine or interesting.

"Now then, if debaters (and judges and educators) would look upon debate as an intellectual sport, they would save themselves some unnecessary anguish and a great deal of platitudinous indulgence about debating's wicked perversion of truth. One group of them would not grow old trying philosophically to justify debate into something more than it is, more than it pretends to be. This group is usually made up of honest, patient scholars who write lengthy treatises on argumentation and speech and call them 'debate books.' The second group, comprising educators and ministers and social prophets, usually very vociferous, expect much more of debate than debate tries to give them. These are the people who periodically ascend the platform to tell us that debate is no good because it not only doesn't solve problems, it teaches dishonesty because some debaters have been known to debate both sides of a proposition in a single season! These idealists—usually sentimentalists with a strong missionary



George McCoy Musgrave

complex—feel that debate should be a crusading, concerted effort of both teams to find the truth—i.e., whether a proposition is true or false—and that once a team has found this truth it is its duty to go up and down the countryside spreading the new gospel. Upon finding through experience that this is decidedly not the case—upon finding that conditions in the world do **not** improve in direct proportion to the number of debates held—they become embittered and say nasty things about debate, debaters, and debate coaches.

"If these people, actually sincere and capable teachers, would analyze their thoughts they would find two things no good debater is

guilty of—confusion of thought and wrong analysis. Debating is not preaching; it is a means, not an end; it is educational, not propagandistic. After all, isn't it rather ridiculous to expect college men to discover a method, airtight and perfect, of getting at truth during the four years they are in college (let alone in one night of debating)—a method which has been eluding their elders for thousands of years!

"Perhaps all this is true, these people would say, but surely you should insist that your debaters respect honest logic and not teach them to hedge, ignore, and interpret illogically. Aren't they actually learning to be convincing liars and successful shysters? No. In the first place it is the rare coach who doesn't teach hedging, ignoring, and interpreting illogically.

And in the second place it is the rare coach who doesn't realize and who doesn't make his debaters realize that an analysis of a proposition which embodies sub-rosa logic as an attack is always at the mercy of an opposition which knows what it is doing and what its opposition must do. The fact that teams using these sub-rosa tactics sometimes win debates proves only that the opposition was weak-kneed and should have lost. No debate team—or any person for that matter—has any business thinking he has established a case or 'proved' a point until he can answer clearly all objections—specious objections and lies included—against it. If he can't do this, he has to use an old football expression, been 'mouse-trapped,' and he had better realign his position.

2. What is meant by "perspective" in debate?

Again from Leggett, "Keeping your perspective in debate is a matter of understanding the general approach of the proposition so well that you can immediately relate the details of its case to this general approach—on which you concentrate at once to see what stuff it is composed of. If you have been thorough in your analysis of the proposition, you will probably know and be able to get to work destroying the foundation at once, ignoring the minor and detailed arguments, tempting and refutable as they may be. Back of all debate lies a social or political philosophy which is the foundation for a preliminary analysis of that particular question. It may be inconsistent and confused, it may be so superficial that it only has the merit of an 'attribute.' But it is always there, and the good rebuttal speaker will recognize it for what it is before the debate is three minutes old.

"The next time you have the rebuttal job in debate, listen carefully for this philosophy or attitude of the opposition. Ask yourself these questions: Is the opposition trying to make the proposition undebatable? Is my opponent a wish-washy liberal who is actually debating some ideal suggested to him by the wording of the proposition and not the proposition itself? For example, many students debating the affirmative of the 'federal union' question seem to be trying to get the negative to debate whether the extension of the brotherhood of man philosophy would be a good thing. No one, of course, denies that such an extension is desirable, and most of us will admit that this extension is the ideal goal of Federal Union. But granted this, it is the duty of the affirmative to show **how** this goal can be achieved under Federal Union—not whether the ideal goal is desirable or not."

3. How about some tricks of the trade?

Still quoting from Leggett, "Debaters who have gone through several seasons of intensive debating acquire, usually through some subconscious mental process, a number of useful tricks which make their debating more effective and interesting. And these tricks are more important and less superficial than their title would imply, for they grow out of a sound psychology—of the essential realization that about 50 percent of effective debating oneself across to the audience and judge. But let me give you some words of warning. Don't, when debating, earmark and telegraph your strategy, and don't play the clever young man with obvious intent. An affirmative approach to, or a negative attack of, a debate proposition must be an organic w h o l e; analysis, organization, speaking—yes, and strategy too—should be so much part and parcel of each other that it is impossible to tell where one begins and the other ends. Incorporate your strategy and your tricks into your overall analysis and organization of the proposition. Otherwise your strategy will have only a vague, disjointed relationship to your case, and everyone—audience, judge, and debaters—will know you are trying to be clever—and smile, painfully, at your naivette.

"When debating, one of the most useful 'tricks of the trade' is the frequent listing of advantages or objections of your own and your opponents' case. For example: 'First advantage—our plan will do much to eliminate international war. Second advantage—our plan will do much to eliminate the conditions of economic insecurity.' It is difficult to impress beginning debaters with the importance of this frequent listing and numbering. Probably it is because an inexperienced debater feels that the idea which the proposition suggests to him personally is more important than the proposition itself, and that come hell or high water, he will not be brought back to earth—to the crass listing of material advantages or disadvantages. But there are three good reasons why frequent listing makes for effective debating.

"In the first place, it helps the debater himself to keep on the straight and narrow path. Once he lists an advantage he feels compelled to say something about it—why it is an advantage or disadvantage, and how it will be brought about—and he leaves those meaningless abstractions and pet ideas that never get a debater any place outside in the cold, where they belong.

"In the second place, frequent listing and numbering keeps the opposition on the straight and narrow, too. If, when debating the affirmative, you keep the advantage of your plan constantly before the audience, the negative feels duty bound to attempt an answer—to adapt itself to your case and to come over to your own ground where you are at home more than they. On the ther hand, if you are the negative, frequent listing forces the affirmative to meet your case—where you have the advantage. A negative team with no clear-cut objections will usually find that an affirmative goes right by it—unmolested and on to victory. Moreover, an affirmative team which keeps

the advantages of its plan in its head will reach the final rebuttal having established nothing — or having established too little too late.

"In the third place, frequent listing keeps the audience and the judge on the straight and narrow—from which the oratory of your opponents should not be able to hurl them. Even if the logic and evidence of your advantages or disadvantages are weak, constant repetition—the fallacy of unsupported assertion or false assertion—will help to establish the point in the minds of the audience and the judge.

"Actually this whole discussion can be simmered down to one very important maxim: First, tell the audience what you are going to tell them; then tell them; and finally, tell them what you have told them."

Ohio Prepares For the Season

REPORT ON THE OHIO CONFERENCE FOR SPEECH EDUCATION

George McCoy Musgrave

THE fallacies of Communism can best be exposed by speech teachers," said Congressman Karl Mundt in Columbus on October 16. The occasion was the Ohio Conference for Speech Education, sponsored by the four major speech organizations of the state.

Highlighting the program was the section on debate, which filled the meeting room to overflowing, with standees in the adjoining room and others turned away. Stanley Boylan, coach of the 1948 state debate champions from Lima-Central High School, presided.

The debate section included a demonstration Oregon style debate by two Ohio school teams; a critique and decision by Warren A. Guthrie, Chairman of Western Reserve University's Speech Department; an analysis of the 1948-49 high school question by Lionel Crocker, head of the Speech Department at Denison University; and a talk on means of securing more uniform debate judging for the coming year by Dean C. R. Layton of Muskingum College. Dean Layton's talk, together with editorial comment, appears in the next issue of this magazine.

Of particular interest was Prof. Crocker's stress on the use of current materials, with illustrations taken from an issue of **Newsweek** published the day before. Crocker pointed out in no uncertain terms that teams which develop a case early in the season from handbook material, and which do not revise this case as new material appears, can expect defeat at the hands of better-informed opponents.

Professor Guthrie's critique and decision of the demonstration of debate was, in this reporter's opinion, handled in the best double-summary style (see **Debater's Magazine,** 4:95-7, Summer 1948), even though Professor Guthrie himself might be surprised to hear it by that name. He analyzed each of the contentions individually, showed which were established and which fell, and gave his decision to the negative on the ground that the affirmative failed to show that the proposal would bring about beneficial results.

Congressman Mundt's talk came at the noon luncheon, and the crowded ballroom full of people heard Mundt reply to a speech of Dr. Karl T. Compton the night before. The circumstances were these:

Dr. Compton, president of M.I.T., was the guest speaker at a banquet celebrating the seventy-fifth anniversary of Ohio State University. The announcement of his appointment as Director of the Office of Scientific Research and Development, succeeding Dr. Vannevar Bush (another M.I.T. man) had been made public earlier in the week. President Compton's remarks at the anniversary banquet were summarized by Prof. W. Hayes Yeager, Chairman of the Speech Department of Ohio State University, as follows: Dr. Compton suggested that although it is necessary for the United States to safeguard its atomic secrets, of far greater importance is the necessity for continuing research in this country to retain its lead. In order to continue this research, it is necessary to secure competent men; and the activities of any branch of the government which cast suspicion on such scientists without proof (perhaps a reference to Dr. Condon, Head of the Bureau of Standards) were discouraging scientists from entering the field, and prompting those already there to leave.

Professor Yeager asked Congressman Mundt to comment upon this talk. Mundt, of course, is not only U.S. Representative from South Dakota, but also a member of the House Un-American Activities Committee and co-author of the Mundt-Nixon bill outlawing Communism which Dewey and Stassen debated in Oregon during the primaries. Mundt is also a former debater and debate coach, and is still active in the field as President of the National Forensic League.

Mundt's reply was this: The present-day threat of Communism to this country is very real. There is the possibility of a shooting war in the near future. Communism today is not just an economic theory, not just a political party. Its goal throughout the world is control of the world by the Communist Party in Moscow. In best debating fashion, Mundt documented all of these assertions with considerable factual proof.

This being the case, we need to do something about it, Mundt said. We are spending from 4 to 6 billion dollars per year to fight Communism overseas, yet we have no legislative action against Communism at home. An informed public, Mundt believes, would demand such action, and, therefore, it is necessary to conduct such hearings of the sort now going on.

With regard to atomic scientists and Dr. Compton's comments, Mundt's suggested that we have not been thorough enough in our screening. "Protect the secret of the bomb?" Mundt asked. **"I just wish we had been able to do it."** He pointed out that scientists were involved in the Canadian spy case, and that a man's professional status is no guarantee of security and trustworthiness.

"I am alarmed by Dr. Compton's implication that there will be a sit-down strike of scientists just because they are given the same loyalty tests as other Americans intrusted with secret information," said Mundt. "Personally, I cannot believe that their loyalty would waver to this extent. But if this is the case, if we must buy their services

by exempting them from loyalty tests, I would rather do without atomic research than to have a small disloyal element turn the results of this work over to Russia."

"Driving off Communism," Mundt continued, "is not the easy thing I found the leaders of Czechoslovakia thinking it was when I talked to them in 1945." It requires eternal vigilance, backed by wise legislation.

The Ohio Conference also included sections on Drama and Interpretation, Public Address, Discussion, Radio, Speech and Hearing Therapy, and Creative Dramatics.

Sponsoring organizations were (1) the Ohio Association of Speech and Hearing Therapists, A. C. LaFollette of the University of Ohio, president, (2) the Ohio Association of Secondary Teachers of Speech, John M. Martin of Dayton-Oakwood High School, president, (3) the Ohio Association of College Teachers of Speech, James N. Holm, Kent State University, president, and (4) the Ohio High School Speech League, Paul A. Carmack, Ohio State University, director.—G.M.M.

Pi Kappa Delta Disappointment

The following letter dated Nov. 3 has been mailed out to Pi Kappa Delta chapters by President Edward S. Betz:

"Pi Kappa Delta is faced with an unprecedented situation. While in the very process of making final arrangements for the National Convention on the campus of one of our chapters, we received a letter from the president of the college cancelling the invitation. For this reason you will find no announcement of the Convention place or date in the October Forensic. (Note —now over due).

"At the present time we are without a convention site. We are writing to you in order that you may know what the problem is and also to discover if any other of our chapters has the facilities to house the National Convention. We need at least 100 contest rooms; housing for 600-700 persons; a banquet room to seat the same number; a compact area of contest Committee rooms; an auditorium; ballroom; a large number of local judges; and other incidental services.

"The National Council is surveying the possibility of meeting in a city and returning to the use of hotels. To obtain reasonable rates in metropolitan hotels may be impossible and to find a city high school open to us at this late date may be nearly so. As a matter of fact to arrange for a National Convention on such short notice will be very difficult.

"The National Council is unanimous in its feeling that we should have a convention in 1949. We will make every effort to provide one. We solicit your suggestions and ask for your cooperation in meeting this crisis. We must move fast and arrive at a decision by December 1, 1948.

Very Truly Yours,
EDWARD S. BETZ.

OUTSTANDING STUDENT

Honor student, Jean Porter, was graduated from South Dakota State College in June, 1948, with majors in journalism, history and political science, and minors in speech and Spanish.

Particularly outstanding in speech work, Jean entered five extemporaneous speaking contests this last year, and only on one occasion did she rate lower than second place. At Iowa State Teachers College she received a superior rating; at the Red River Valley tourney at Concordia College she won the women's extemp contest; in the mixed contest at the University of Nebraska she received one of the four superiors given (the other three were men); in the South Dakota state contest Miss Porter placed second; and in the joint tournament of the Provinces of the Sioux, Plains and Pacific of Pi Kappa Delta she came through with another first place.

Miss Porter and her college won 70% of all their debates this last year. Highlighting their season at Concordia College where they garnered first place in the women's division and going through the University of Nebraska tourney undefeated. In addition to contest work Miss Porter has appeared before many live audiences and in every instance her efforts have been appreciated.

Among her scholastic awards Jean received the Freshman Scholastic Forensic Award (1945), Faculty Women's Scholarship (1946), and the Sigma Delta Chi Scholarship Award (1948).

She has been very active in many activities at State, serving as business manager of the college yearbook, **The Jack Rabbit;** writing for the student paper, **The Collegian;** director of the all-college variety show, Rabbit Rarities; instructing social and modern dancing; was instrumental in the development of the mouse powered radio station on the campus, and served as program director of the station.

Other organizations of which she was a member included: Pi Kappa Delta, honorary forensic society; Pi Gamma Mu, honorary social science fraternity; Sigma Lambda Sigma, senior women's scholastic society; Guidon, national auxiliary to Scabbard and Blade; Stakota Club, women's pep organization; By-Liners, women's journalism society; Twirling Club, and Art Club.

State College and the Forensic Council will miss Jean, but we wish her great success in her future undertakings.

NEWS NOTES AND PERSONALS

The University of Oklahoma debate team will meet the English debaters Wednesday, Nov. 10. The subject will be World federation. The English debaters have met several universities on the Pacific Coast on their sweep around the States. Among them Oregon and the University of Southern California.

Annabelle Dunham will succeed J. T. Daniel as Director of Debate at the Univ. of Alabama this year. Daniel has gone to a New York State College.

George McCoy Musgrave is assuming the active coaching at the University of Toledo this year, although his position in the business world does not permit his doing much travelling with his teams.

Earl (Shorty) Long is the new coach at George Pepperdine College, succeeding Wade Ruby, who has left him an excellent pattern to live up to this season.

Special Feature Division

Presenting the University of Oregon, the Latest Large Pacific Coast University to Organize a Speech Department and Give It a Building and a Theatre

OREGON UNIVERSITY

By E. Ray Nichols, Jr.

Published above the lintels of many ivy clad halls is the legend: "without vision a people perish." Indicative of the vision which exists in the relationship between the people of Oregon and their state university is the following precept: "The State of Oregon is the University campus." A far reaching vision of the future and a belief in the college man and woman's ability to grasp the ideas that will make the future are intrinsic in this pledge of faith. The forensic program at the University of Oregon is an integral part of this relationship between the people and their university.

The Symposium, a major portion of the forensic program, provides a link between the campus and the people of the state. It is one of the means by which the people are kept abreast of the progress of the students. Envisioned and developed by W. A. Dahlberg, it has earned the reputation of being an extremely effective organization for training student speakers. With that as its primary goal in the educational process, it has also the purpose of bringing the student into frequent contact with the people of the state.

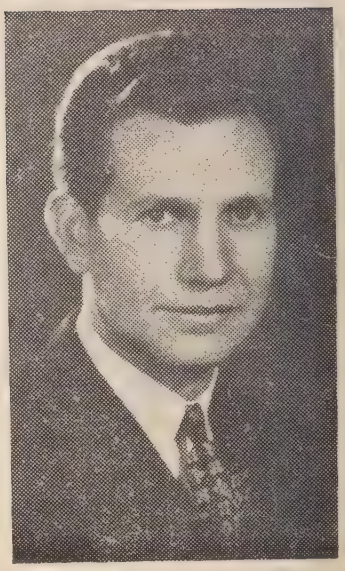
Initiated in 1932, the Symposium has grown until, during the past year, Oregon students spoke to a total of 11,108 people in 96 engagements in 56 communities. To become a member of one of the teams which represent the university before service clubs, granges, schools, and churches of the state is a coveted honor. It is a task in speaking which requires thorough preparation and ready adaptation to the specific problems of individual audiences. Whether he meets the audiences via radio broadcast or personal appearance, the student speaker is made aware of the obligation he owes to that audience and to the standards of Symposium.

As well as speaking in Symposium engagements, forensic students at Oregon compete in intercollegi-

Architect's Sketch of the building and Remodeling that is to be Oregon's New Home for its Speech Department. Below is a View of the Old Campus

where Speech Building is located.

The Library at Oregon is a Center of Debaters' Interests and



Roy C. McCall heads the Department of Speech at Oregon.

ate debating both in tournaments and in dual engagements. This type of speaking experience provides the student with the opportunity to test himself in competition with the best representatives of other colleges and universities. In this situation, well-defined by the rules and conventions of intercollegiate debate, before a judge who is the sole umpire of the disputation, the speaker faces a challenge which he must meet with authoritative evidence, exact reasoning, a sense of strategic procedure, and an ethical approach.

International forensic activities, in the past a significant element in the program, have provided Eugene audiences with opportunities to hear debaters from Oxford, Cambridge, Hawaii, and Sydney. Oregon debaters have circled the globe and toured the Pacific basin, bringing such names as Shanghai, Manila, Singapore, and Wellington within the realm of forensic experience. During the current season local debaters have represented the university against the Combined British Universities Debating Team.

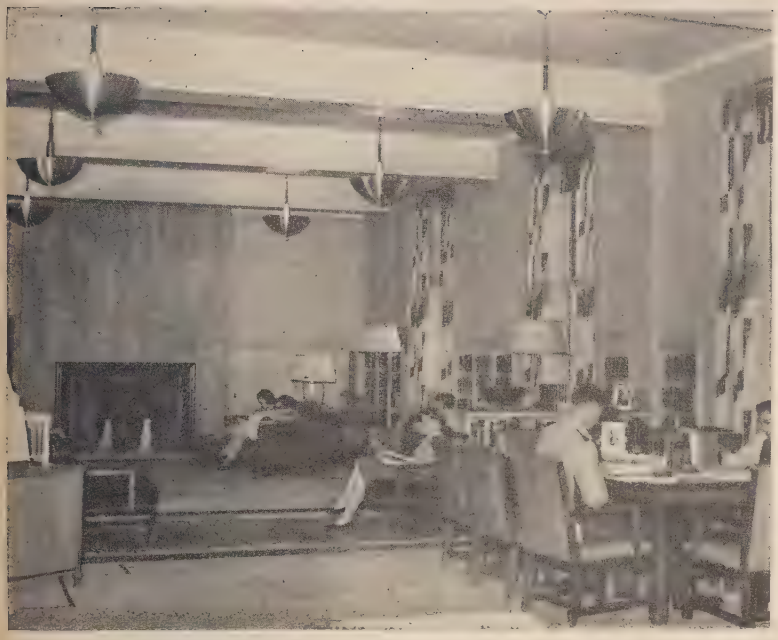
Another phase of forensic experience at the University of Oregon is provided by the contests in individual speaking sponsored by the Intercollegiate Forensic Association of Oregon. In this program students are trained for excellence in individual performance. Considerable opportunity is offered to the student to work with a speech until it has reached its highest level of development. Under the direction of K. E. Montgomery, Oregon speakers have been consistent winners in extemporaneous speaking, Old Line oratory, and the peace contest.

In addition to the facilities of the liberal arts college, the library, and the professional schools on the Eugene campus, the debater is in a position to utilize the facilities of a rapidly expanding speech department. Under the chairmanship of Roy C. McCall, the department is comprised of four divisions: drama, radio, public speaking, and speech correction.

During the current year the four divisions of the department will move into the new theatre and speech building now under construction. In its modern, soundproof studios on the third floor, radio, under the direction of Glenn Starlin, will provide additional opportunity for student speakers to broadcast over KOAC, the state station.

Debaters who are also interested

one of them gets into the stacks for quiet study.



The Debate Squad also enjoys the Browsing Room

in performing behind the footlights will have three acting areas available to them in the new theatre. On the main stage, Horace Robinson, Director of the University Theatre, will have command of the latest technical equipment from the costume dyeing department in the basement to the grid.

Speech correction, under its director, Kenneth Wood, will operate in a sound-proof laboratory area designed to facilitate research and clinical practice.

Space has also been allotted to the forensic activities of the department. Included are a squad room with library facilities and sufficient acoustical insulation to handle the most vehement argument. A lecture room for debates and discussions will also facilitate the forensic program under the direction of E. R. Nichols, Jr.

With the new tools available to him, a wide range of speaking experience within the forensic activity, and the research facilities of a library which circulates the second largest number of books of any single academic institution in the country, it is possible for the Oregon speaker to achieve the highest skill in the art of persuasion.

ANOTHER DEBATER BECOMES A COLLEGE PRESIDENT

Ohio Wesleyan began its new college year with a new president — Dr. Arthur Sherwood Flemming, a graduate of the University in 1927, a former debater and orator and member of Delta Sigma Rho.

Dr. Flemming's chief activity as an undergraduate in college was oratory and debate. Upon graduation he went to the American University in Washington, D. C., as an instructor in government and debating. He received his A. M. there in 1928. He received the LL.B. at George Washington University in 1933; the LL. D. from Ohio Wesleyan in 1941 and the LL.D. at American University in 1942.

From 1939 until recently, when he retired to accept the presidency of his Alma Mater, Dr. Flemming was a member of the Civil Service Commission. He also served during the war on the War Manpower Commission, and is now a member of the Hoover Commission, set up by Congress to study the Executive branch of the National Government and make recommendations for reorganization.

The Cleveland Plain Dealer speaks of him "As one of the outstanding public servants in the nation today. Unquestionably, no man living is more conversant with the vast, complex machinery of the federal government than is the 43-year-old Arthur Flemming; none

Warren Miller Discusses Pacific Forensic League Affairs with Professor Wallis A. Dahlberg

Prof. Kirt Montgomery, who heads the State High School Debate League of Oregon for the University, holds a conference with some student helpers in forensic affairs. The conduct of high school debate affairs is shared with Prof. Paul Knoll of Oregon State College, the two institutions alternating in entertaining the high school groups of debaters.

has brought to high government position higher idealism or deeper concern with the preservation than he."

TAU KAPPA ALPHA MEET AT "OLE MISS."

Eight colleges and universities from five states met in Oxford, Mississippi, on November 18, 19, and 20, to participate in the first Southern Tau Kappa Alpha Warm-Up Tournament.

There were six rounds of debate held in two days, the first two rounds being exhibition performances with two critic judges and an audience of other debate teams who were to perform in the next exhibition debate. Following the speeches and rebuttals, the judges gave criticism to the performing teams, followed by a discussion led by the chairman and including the audience teams. The last four rounds were straight debate, with five judges for each round.

Goals

The tournament attempted to emphasize the following points:

1. Debaters need criticism, constructively administered on the spot, particularly in the early part of the season.

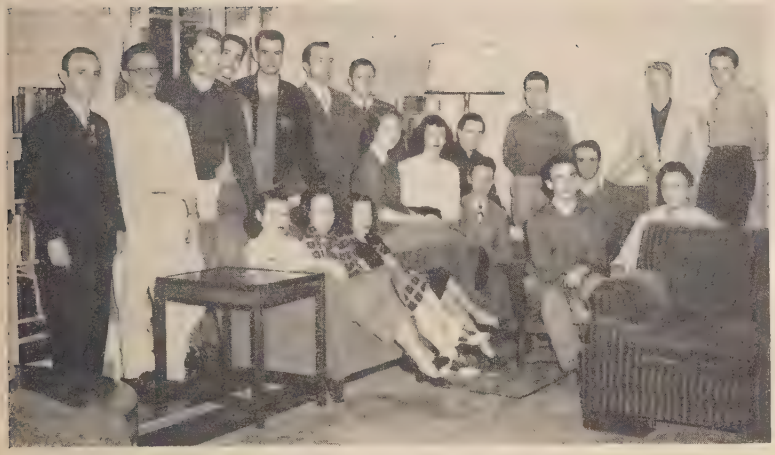
2. Debaters need an audience to talk to, and one judge, however capable, cannot act as this audience over an hour period.

3. Debaters need practice.

Following the six rounds, the University of Alabama affirmative and the University of Florida negative were chosen, on the basis of total point scores, to participate in the final evening debate, which resulted in a three-to-two negative decision.

The order for the winning affirmative was as follows: Murray State, 5th; Southwestern of Memphis, 4th; Florida, 3rd; Ole Miss. 2nd; Alabama 1st. The order for the winning negatives ran Murray State, 5th; Vanderbilt 4th; Ole Miss. 3rd; Alabama 2nd. and Florida 1st.

Oregon conducts a Symposium Service. Students here are preparing to go out on Speaking trips to high schools, clubs, granges, etc., with discussions of present-day issues in National and International affairs. This work, founded by W. A. Dahlberg, carried on by Robert Clark is now conducted by E. Ray Nichols, Jr., the Debate coach.



Oregon's Debaters and Symposium Groups, with E. Ray Nichols, the Director.

NAVY CALLS IT SCUTTLEBUTT BUT WE PRESENT THE WEST POINT PREVIEW

Last year this magazine and some of its friends got together the dope or a sort of pre-view of debate in the West Point districts, feeling that such an article might be of a great deal of interest. We probably overrated the importance of our idea however, for a flood of prognostications for this year has not flooded in upon us and we find that our knowledge of conditions in some of the districts is rather vague and limited. However, here goes, and we shall do the best we can! After the first of the year and the preliminary tournaments are held we could undoubtedly make a much better guess.

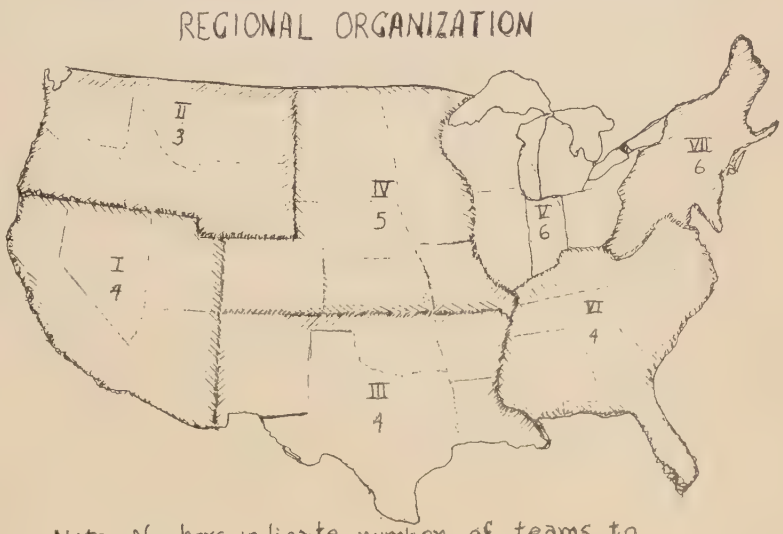
District No. 1. The Pacific Southwest

This district has been dominated in years past by the uniformly high performance in debate by a few of its colleges and universities. Before the war Middle-West colleges sought a chance to get out this way before the National Pi Kappa Delta Convention and other such national meets to get some stiff practice before the final meets. The same colleges out here are in the lead but have not been as strong since the war as they were formerly. However there is an undercurrent of rising interest and indications of a return to the old pre-war days. The most likely contenders are: U. S. C. (second at West Point two years ago and present last year among the contenders); University of Utah, University of Redlands, and San Diego State College. College of Pacific is also developing a strong squad. Pepperdine has waned a bit and its leading men's team is handicapped by the absence of one of the members. He is expected back from Alaska in time for next semester's contests. Emmet Long, former Pepperdine debater, has taken over the squad there this year, and Wade Ruby is devoting his major efforts to the English Department of which he is head. Stanford and C. O. P. had strong lower division teams last year and should be stronger this year. The Redlands squad was largely new last year, but has five veterans left this season. The team which won the Pi Kap Tri-Province Meet at Fort Collins, Colo., last spring has been graduated. The S. C. squad is enlarging and has some promising men coming up from the lower division.

Both Redlands and U. S. C. are getting back into Women's debating where Pepperdine has had a distinct lead for the last two or three years. Unless Stanford upsets the dope bucket, the likely four this year are: U. S. C., Utah, Redlands, and San Diego. Our knowledge of the situation at Arizona University is limited. They may be stronger than usual. George F. Sparks is the active coach there now. Seymour Vinocur has left the University of Nevada, which will handicap their chances, and has joined the Speech faculty at the University of Washington, Seattle.

District II. The Pacific Northwest

This district was represented by Gonzaga, Willamette, and Oregon State last year. Word comes that O. S. C. and Willamette have graduated these teams, but Gonzaga has not. Gonzaga has a strong hold-over squad and some strong frosh entering. Oregon State has lost some de-



This is the West Point Regional Map used for its Annual National Tournament.

baters to Oregon University, but the latter has graduated Warren Miller, its foremost man. Willamette has also lost its coach. Washington State's women's squad is stronger than its men's group. The authorities seem to think that Linfield, Pacific, Lewis and Clark, and Oregon University are on the upbuild; that the Idaho colleges remain about the same as last year; that Puget Sound is gaining and that Whitworth, Pacific Lutheran, Whitman, Seattle College, Seattle Pacific and Whitworth will be little changed from last year. This sums up to Gonzaga University an almost certain choice with two places distinctly open. The most likely contenders remain to emerge but probably will at the Western States Meet at Seattle at Thanksgiving time, although Southern California, U.C.L.A., Redlands, Pepperdine, Utah, Denver and Montana are entering and may furnish the winner at this meet. Our informant thinks the real contenders are: Gonzaga, Washington State, Willamette, Montana University and Pacific University.

District III. The Gulf States

So far District III has been in the money each time, the winners coming from Durant, Okla., in 1947 and from Denton, Texas, in 1948. Baylor University, Texas Christian and Louisiana College were the other three who got the bid last year. Of these Baylor University is very likely to repeat this year. Durant reports it is on the comeback. Oklahoma University, Ada, Oklahoma Baptist may be in the running. Southern Methodist may become a threat any time as they usually produce. It might be well to take a look at West Texas in addition to the University at Austin which also may make the grade at most any time. Hardin - Simmons, Abilene Christian, and Lubbock keep up fairly consistent records. Lafayette, La., has also made a brilliant record with its women's squad and Natchitoches may have a fair chance also. No word has come from Denton indicating whether they can make the West Point delegation this year or not. The district has many strong teams and its post war record is enviably strong. At the moment singling out the leaders is sheer guess work, but the fall tournaments should indicate soon who is likely this season. If Baylor doesn't make it, we'll have to join Dr. Gallup and the other red-faced guys.

Our District Critic Says:

1. Baylor University, Waco, Texas. The Baylor squad is large, including some 25 debaters with former experience. There are two pre-war debaters who are debating their last year and should make a good showing this year.

2. University of Texas, Austin, Texas. The University has almost all of its squad members back from last year, who won the Tulane tournament and many other meetings in this section. This squad should certainly be among the top groups in this section.

3. North Texas State College, Denton, Texas. The West Point winners of last year graduated, but this school can always be depended upon for a strong team. They had several younger teams last year that made a fine showing.

4. Texas Christian University, Ft. Worth, Texas. The boys who represented TCU at West Point last year have graduated, but this school has at least one other team which is outstanding. The program there has taken on new life in recent years and you can expect a strong team from TCU.

5. Southern Methodist University, Dallas, Texas. Last year SMU had several young promising debaters. They are likely to give some more experienced teams keen competition this year.

6. The University of Oklahoma, Norman, Oklahoma. The University of Oklahoma should be one of the strongest teams in this section this year. Their large squad of last year is supplemented by several outstanding junior college graduates.

7. Louisiana College, Pineville, Louisiana. Louisiana College always has a good debate program. I am not sure whether their West Point representatives of last year graduated or not, but this school can be depended upon to furnish keen competition.

8. Southeastern State College, Durant, Oklahoma. The boys representing Southeastern at West Point last year are back again and should be even stronger than last year.

District IV. The Plains

No one in this district was willing to hazard a guess even, so we are left to blunder along on past records and conjecture. We do know one thing, however, that the Redlands team which met most of the big shots in this district last year at the Tri-Province and came home victorious, said openly that the best team they met was Ottawa University in the semi-finals—a comparatively unknown team—not chosen to go to West Point. Of the six that represented this district last year—Colorado, Kansas, Wichita, St. Olaf, and Coe, the first two are most likely to repeat. Among the other strong colleges that usually stand out who may show up this year in District IV are Nebraska Wesleyan, Hastings, Yankton, Baker, Missouri University, Wm. Jewell, and College of St. Thomas, Iowa Univ., Iowa State, and Minnesota University. Dakota Wesleyan and South Dakota State were strong in individual speakers last year and could emerge in debate — so also Kansas Wesleyan, Kearney State, Northern State Teachers, and Springfield (Mo.) State. Nebraska University should be strong. On the whole, however, we think the first two are likely to be Kansas and Colorado Universities. If Ottawa University has not graduated its team they should also register. If Hastings has kept its squad intact it should not be far behind.

District V. The North Central States

Last year the chosen were University of Chicago, Notre Dame, DePauw, Capital Univ., Purdue Univ. and Augustana of Ill. Of these there may be some repeaters. However, there are some other strong contenders. Word comes from the first Ohio Practice meet that Otterbein, of Westerville, Ohio, will bear watching. Informant says they are smooth, clever, and smart and ran over his team like a "steamroller flattening a daisy." Beyond this comment we have heard nothing, and any guess we hazard is merely a blind guess. We would suggest, however, that Northwestern may be in the running, and so could Terre Haute or Indiana University or Michigan Univ.—and by the way—Ohio State could emerge, to say nothing of Ohio Wesleyan, Kent State, or Cincinnati, Denison, or Wooster.

District VI. The Dems and Dixiecrats

Last year Florida tied the winners in record and lost in the finals to North Texas State of Denton. Florida was picked the year before but did not make it to the contest. This team is gone now to law school

as grads, but Florida is still strong. One commentator from this district says: "Leading contenders for the West Point national will again be: Univ. of Virginia, Univ. of Florida, Univ. of Alabama, Georgetown Coll. (Ky.), Annapolis, Univ. of So. Carolina, and Wake Forest. The Florida squad will be hard to beat. Auburn is starting from scratch. Ole Miss might do something."

The Universities of Alabama, Florida, and Wake Forest and the Naval Academy were last year's representatives. Mississippi and Alabama Polytechnic were alternates. A second commentator mentions Lenoir Rhyne as a strong contender this season, also the University of Richmond, University of Virginia, Georgetown College, Univ. of the South (Sewanee). He also regards Millsaps as a possibility. However, he thinks the nod will go to: Alabama, Florida, Ole Miss, Virginia, or the Naval Academy, Wake Forest or Alabama Poly.

The Southern Association Tournament will be held over in District III at Waco, Texas, this year, early in April. Two strong districts will meet here and it should be a good forecast of the West Point Tournament. Another strong indicator of National strength will be the Pi Kappa Delta National which was to have been held at Lafayette, Louisiana. The first West Point winner came out of their top ranking teams and history might repeat itself.

District VII. The North Atlantic and New England

The report from this district is rather meager. It was represented by Bates, Mass. Institute of Technology, Holy Cross, Dartmouth, Vermont and Swarthmore. Of these Vermont, Bates, Holy Cross, joined by Yale is the prediction of one of the New England coaches. He left the rest of the places for the southern portion of the region to qualify. Of these Rutgers, Pittsburgh, Penn State, Temple, and New York Univ. might qualify. There is not too great a likelihood of Mass. Inst. of Tech., Swarthmore, or Dartmouth repeating. Dartmouth and Mass. Institute of Tech. lost all their debates at West Point which meant that they were somewhat outclassed and not likely to be chosen again unless their squads are greatly improved. On the other hand Vermont made a tremendous showing, emerging from the qualifying rounds with straight wins, going out with a 6 to 1 record, which was a high class performance. If they have the same team left, they should come back strong again this year. Holy Cross and Bates both made 3-2 records in the first five rounds, which was an average performance. Gains and losses in their own squads will affect their chances this year. Boston University, Middlebury, Syracuse, Colgate, Hamilton might make a showing. The contest in this district is likely to get better organized and stiffer as time goes on.

NEWS NOTES AND PERSONALS

Robert L. Hickey is the new coach at the University of Tennessee. Alabama Polytechnic has also lost its coach, Richard Bjurberg.

Seymour Vinocur has left Nevada for the University of Washington Speech Department and is moving out to put Washington back into the running in debate. The University of Oregon returned to debate last season. With these two leading universities back in the fold debate will begin to look up in the Northwest. It would be unfortunate, however, if these two abandoned the service that they have been giving their states in symposium debates.

Robert H. Schact is the new Wisconsin High School debate director, succeeding Leslie E. Brown in the Wisconsin Extension Division.

That was a fine write-up of a veteran State high school debate director that the Saturday Evening Post gave Roy Bedichek, of Texas. Did you read it? He is followed at Texas University by Bruce Roach.

The Santa Rosa (Calif.) high school winners at the NFL National were financed for a three weeks tour of the Eastern part of the country by their Board of Education, and the city Chamber of Commerce, and the Service Clubs of the city. In addition to the NFL meet they made stops at Chicago, New York, Washington, D. C., New Orleans, and Hollywood, Calif. The last was not a postman's vacation as Santa Rosa is about 600 miles north of Hollywood.

There is talk again this year of holding the NFL National at Alhambra, Calif. in June. Sounds like a smart move to avoid loss of school days. It is hoped that debate may be restored to the national contests.

Congressman Karl Mundt has again been elected National President of the NFL. T. C. Bond, of Niles, Ohio, was chosen Vice President. Albert L. O'Connor and J. Edmund Mayer of Alhambra, Calif. were chosen National Directors.

Oregon University is building a new theater and remodelling an old building to house its new Speech Department. Roy C. McCall is head of the department.

The Southern Tau Kappa Alpha chapters are compiling a tournament bulletin of all debate meets in the South this season.

Prof. J. Albert Tracy is the new coach at Murray State Teachers College, Kentucky.

R. E. Tidwell, Chairman of the NUEA Committee on Debate Materials and Interstate Cooperation has sent out the annual call for the submission of high school debate topics to be considered at the Annual Meeting of the Speech Association of America at Washington, D.C. Dec. 28-30.

Prof. E. C. Buehler, President of Delta Sigma Rho, has issued a call to the college honor societies to send delegates to a get together meeting at the National Speech Convention to talk over national forensic matters. It is to be hoped that this meeting will lead to several improvements in the conduct of affairs and a permanent organization for cooperation between the societies in the future. The meeting is the result of correspondence carried on among the officers of the organizations and the editor of this magazine.

LETTER TO EDITOR

Continued from Page 175

not want to burn the house down to get rid of some mice. We suspect that the author of this letter doesn't either and that the school term will find her back on the job doing her very best along with the rest of us to improve the thing called debate.

One man solved the housing problem by buying a church building to live in. Now he can sleep there without having to apologize to the preacher.

The most unpopular man in Washington is the fellow who suggests ways of saving the taxpayers' money—after the election.

Editorial Comment

THE OPPORTUNITY BEFORE US

TThere is to be a meeting at Washington, D.C., of some delegaes or representatives of the honor societies in the college world. As far as the writer knows this is the first inter-forensic honor society meeting to be held. The meeting can be most potent in its effect upon the future of debate in our time.

Debate is making slow progress back to pre-war status. It is far, as yet, from occupying the important place it once held in America. This meeting can do much to restore debate to its once proud position. Failure to catch the vision of what could and should be done may be fatal to the hopes and aspirations of those who believe thoroughly that debate and trained debaters are essential in a democracy. This magazine has tried to present truth, has printed attacks upon and defenses of debating. Most of you, our readers, know where we stand. We want debate to regain its efficiency and to progress far beyond the station it once held. If that is to be accomplished—there must be unity and cooperation. The place to begin is with the honor societies. Fortunately, the men of the honor socities are trained men; they are sportsmen; they are friendly rivals; beyond that, they are for debate; they believe in it as a cause. None of you could have read Professor Lull's article in our last issue, without realizing that the honor societies face a common danger, share a common cause, and are likely to forget petty differences in a big opportunity to present a united front for debate.

There will of course be differences of opinion about methods, perhaps about minor goals; but if there can emerge a sense of unity, cooperation and comradeship in a cause, a great victory can be achieved. United we can stand, divided we shall probably fall before the "enemies of debate."

There are constructive steps to be taken. To begin with, we hope that this preliminary meeting will lead to a permanent inter-forensic honor society council that will perpetuate cooperation and well-considered guidance for debate. Debate needs a central council. There are many things it could do.

For instance: It could improve the method of selecting the annual college question. For years it has been recognized that the high school system of selecting the annual question is superior, has worked better and has achieved better results. Face to face counsel and interchange of views, and points of view, has been the secret of success in high school circles. Trying to do it by correspondence with an unwieldy committee has not worked too well for the colleges. First, then, why not place this matter of the selection of the annual question on the agenda?

Next: a central, unified, coordinating inter-honor society council could promote better understanding of debate, its rules or procedure and action, its ethics, and settle the moot questions of the meaning of "should," the duty of the affirmative and negative, and their respective burdens of proof, and could do much to advance good judging and a more uniform standard of what to base judgment upon.

Again: the societies could cooperate in popularizing debate: in supporting national and district tournaments and advising them and cooperating with them. We are none of us particularly interested in National championships. We are interested in better educational endeavor and results. The men who lead and coach debate are first of all educators; they are coaches and rivals in a secondary sense. Their first desire is to build men and women of character and ability, sportsmanship, and ethical standards. Producing winners is again secondary. Of course it is nice to win, but it is better to be a good sportsman, win or lose. Some think that we are overdoing and overemphasizing big tournaments. The editor does not agree. The more we have the less importance they will carry, the more winners we shall have, and the less significant winning will be—but of most importance—the more able men and women we shall train. We can't overdo the training of able men and women. So we say, let's cooperate in expanding, growing, and in making debate and speech training important in our country. There is really a big mission—a big opportunity before us if we can catch the vision—realize the possibilities—and persevere to a triumphant outcome!

Away with timidity and doubt! Down with weak-kneed submission to the "enemies of debate!" Up with the courage of our convictions, and forward with united endeavor!

Perhaps we have said enough—a group of serious minded men will find plenty of things to do to improve the situation in debate—what we need is a council to talk things over until we reach wise decisions. Then we must work for their support. The honor societies have an enviable mission in the future of debate. Cooperating and supporting wise and considered leadership, they can become the real power in the organized promotion of effective speaking. May we uniformly catch the vision! And may we say modestly, the Debater's Magazine wants to have a part in the achievement of better things.—E.R.N.

THE COLLEGE DEBATE TOPIC

For a long time coaches have pointed out that the college topic is chosen too late each year. By the end of September, when the topic is announced and the teams can really begin to get down to work, the football teams have already gone through training and have played their first games.

Publishers of debate material have the same problem—a last-minute rush to get some material on the press, and sometimes a botched job as the resuult. John Jamieson, who has taken the place of Edith Phelps at H. W. Wilson Company after her retirement, comments as follows:

> It certainly is too bad that the college question is never announced until late September—too bad, that is, from our point of view, because it does not give us sufficient time in which to prepare a special book concerning the subject chosen.

We would like to suggest that the high schools find it possible to announce their topics much earlier.

And with only a few exceptions (this year, for example, when the high schools picked a topic that was already worn out), the high schools do as good or better job than the colleges in choosing the topic.

This being the case, why not choose the college topic two months earlier each year?—GMM.

Loading the Tournament

Perhaps run away enthusiasm is one of the worst enemies of the present tournament system. Critics have their best chance and most reasonable argument in singling out the tendency to overload the schedule and permit the students to try too many events and thus encounter the danger of superficial work or too much strain. There is a limit to human endeavor, although some persons do not understand that simple fact of nature and constantly overdo. Again, some tournament directors are not content with a three-ring circus. They must have a five to ten ring affair. They are adept in conjuring up so many excuses for contests that the schedule reads like an old time vaudeville program crowded with acts.

The outside "lookeron" criticises this sort of thing severely, and asks if a little concentration on mastering one or two events would not be better education and wiser training. If the student must travel all over the map, he could choose different events in later tournaments instead of trying to engulf everything at one meet. Perhaps if we could learn and practice moderation the cause of the tournament would stand better with the hostile critics and the unfriendly administrators. Is a word to the wise sufficient or are there any wise?

Just where are the lovers of the leisurely tournament?

FORENSIC WISECRACKS

The heart of a fool is in his mouth, but the mouth of a wise man is in his heart.

They that give away essential liberty to obtain a little temporary safety, deserve neither.

Remember that time is money, and is spent even faster.

It isn't a man's luck or good fortune that counts, it is what he does about it.

The man's no bigger than the way he treats his fellow man.

Book Reviews

Two Books on Federal Aid to Education:

Complete Handbook on Federal Aid to Education, by J. Weston Walch.

Selected Readings on Federal Aid to Education, by E. R. Nichols.

In reviewing these two books nothing more is necessary than to call attention to the fact that they are available. They run true to form as each editor has established it in former years. Mr. Walch's book analyzes the proposition, gives its history, comments on some of the bills such as the Smith-Hughes Act, and sets forth the statistics on the need, taxation for school support, etc. Then it takes up the Affirmative and Negative bibliography and briefs, commenting on many of the references. This is a very useful approach for the earnest debater as he can read the annotations and select his reading more effectively. The Nichols book is what its title suggests, a selection of articles, speeches, etc., on various phases of the problem of federal aid. Government hearings and congressional debate are drawn on considerably, also educational magazines. The cases for and against Federal Aid are well set forth in the selection of articles. There is considerable clash over the figures cited, and the main arguments pro and con are ably stated by educators, journalists, politicians and government officials. Reading such a book is a good way for the debater to get a grasp of the problem involved in Federal Aid for Education. A classified bibliography is included.

Two Books from the Reference Shelf of H. W. Wilson Co.

Federal World Government, by Julia E. Johnsen. Vol. 20, No. 5.

This book was compiled for the high school debaters who are debating turning the United Nations into a world government this year. It follows previous reference shelf titles in its plan: General Discussion; World Government, and World Government Through the United Nations. This is the same as General Discussion, Affirmative and Negative and bibliography. A number of excellent articles both for and against a world federal government are presented. The third division examines the United Nations and its possibilities. Addresses and statements of public officials are used quite extensively and effectively. The book should prove extremely useful to high school teachers.

Representative American Speeches by A. Craig Baird. Vol. 20, No. 4.

Professor Baird has selected addresses on the following topics for the present volume: International Policies, Atomic Energy, Labor and the Cost of Living, National Defense,, The Political Campaigns, Education and Civilization, Personalities, and Religion. The Introduction on "How Shall We Judge A Speech?" is a very potent foreword to the collection of speeches. It should serve as an excellent guide to the current speeches and orations, reflects the variety of things attracting the public audiences, mirrors international thought. On the whole it is a worthy companion of previous collections of speeches of the day. Our changing times may dim the brightness and importance of these utterances, but at least we have them preserved here for the record. The importance of the record may not as yet be generally understood and appreciated except by the scholar and prospective user. However, thanks and praise are due to the Wilson Company for getting the selection of speeches in a permanent form.

Selected Readings on the United Nations and Federal World Government, by E. R. Nichols.

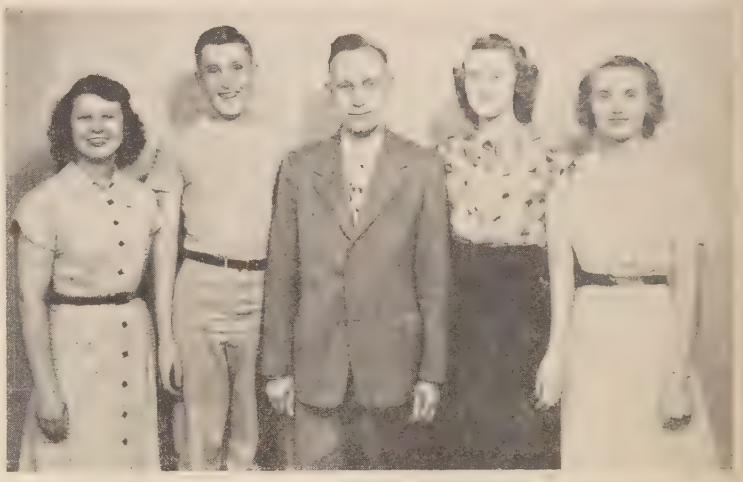
This is another of the Selected Readings series, and is really volume 2 on Federal World Government begun last year with a book for the colleges, which is still pertinent to the high school debate subject this year. The second volume is larger than the first and has later articles on the subject of the United Nations and plans for world government. It is obviously intended for the high school debaters and should prove useful on the debate shelf of the average high school. The Selected Readings are being raised fifty cents a volume in price because of the increasing cost of production, a raise also justified by the increased size of the present volume.

Interscholastic Contest Section

Wisconsin Winners

We are presenting in the accompanying pictures the last season winners of the Wisconsin high school debate system under the leadership of the Wisconsin University Extension division. Mr. Robert H. Schact is the secretary-treasurer director of the state league, having recently succeeded Leslie E. Brown. The league publishes an annual printed bulletin which summarizes the season in dramatics, debate and speech events. It does not include radio and music as some other states do, but concentrates on speech arts.

The state is divided into districts and the more promising schools which have stood high in the districts enter the state finals at Madison. The Northern and Southern sections tied this season for first and the Central and Southern sections placed teams in the second place ranking. First was won last year by Eau Claire High School, which repeated again this year by tying Port Washington of the Southern division for the first rank. Eau Claire was coached by H. W. Mathison and Port Washington by Walter R. Smith, who appear in the pictures with their squads.



Eau Claire — Northern Section Winner 1948. Left to Right: Joyce Ralston, Dick Mathison, H. W. Mathison, Coach; Ruth Tanner, Alice Tanner.

Port Washington — Southern Section Winner 1948. Back row, Left to Right: John Prunuske, Walter R. Smith, Coach; Charles Stein, Jerry Gilson. Front row, Left to Right: Frieda Briskin, Peggy Dix, Arlene Grob.

DELTA SIGMA RHO NOTES

Dr. J. V. Garland, formerly at Colgate University, has succeeded Carroll P. Lahman as Head of Speech and Director of Forensics at Albion College, Michigan. James W. Brock, who was in charge at Albion last year, is now on leave, working for his Ph.D. at Northwestern University.

Austin J. Freeley of Boston University has a squad of 125 out for debate this season. Among them are a number of experienced debaters who will form the core of the squad for the coming season. Boston will hold its annual tournament about Feb. .11-12, 1949.

The Rocky Mountain Forensic League held its meet at Logan, Utah, with Utah State College, Nov. 4-6, 1948.

DePauw University reports a squad of 35 out for debate this season following its triumphant record of last year. Forrect L. Seal is the coach at DePauw.

Hamilton College is expanding its forensic program as the college has made additional funds available for this purpose.

Wisconsin State Finals 1948, Madison, Wisconsin

Survey of State High School Leagues

By A. Edward Lambert
Alabama Polytechnic Institute, Auburn

A Summary of the Findings

A. Administration and Organization

1. Thirty-one (83.8%) of the thirty-seven states surveyed have active state speech leagues. Twenty-nine (78.4%) returned questionnaires were usable, and data from those leagues were used in this study.

2. Nineteen (65.5%) of the leagues are sponsored by colleges and universities; sic (20.7%) by state activities leagues; three (10.3%) by independent speech or foresnic associations; and one (3.4%) by a state department of eduction.

3. Of the total 18,378 high schools located in states surveyed, 6,011 are members of their state leagues for a 327% membership. Individual leagues range in percentage of membership of eligible high schools from 3.6% to 98.7%.

4. Twenty (69.0%) allow all high schools to become members, while five (17.2%) admit only public high schools, and four (17.7%) limit league membership to accredited high schools.

5. Twenty-two (75.9) have membership fees; eleven (50%' of these base fees on the size of school (Class A, B. C, etc.); seven (31.8%) have the same fee for all member schools; two (9.1%) are based on activities entered; and two (9.1%) have a sliding scale fee based on number of students in high school.

6. Twenty-eight (96.5%) of the leagues have an executive secretary or director. Ninteen (65.5%) of the directors are on college or university faculties, the majority being members of the speech faculties. Eleven (57.9%) of the directors on faculties have some teaching time allocated for this work, and four of these have some portion of their salaries paid by the league.

B. Purpose and Policy

7. An analysis of the purposes reported indicates that leagues today place emphasis on teaching the student to think for himself, to analyze current problems, and to express his ideas in a worthy manner.

8. Policies are determined by the member schools in ten (34.5%) of the leagues; by a board of control in eight (27.6%); a combination of the sponsoring institution and member schools in seven (24.1%); and by the sponsoring institution only in four (13.8%). Thus member schools have a hand in policy making in 86.2% of the leagues.

9. Fourteen (48.3%) of the leagues use both win-and-lose decisions and ratings, while ten (34.5%) use only win-and-lose decisions, and five (17.2%) use ratings exclusively. All league directors reported the majority of the members of their leagues favored the decisions policies of their leagues.

1. Twenty-four (82.7%) of the leagues allow time in meets for criticism to the students by the judges of work done by the students.

11. The majority of state leagues cooperate fully with the N. F. L. and other similar speech organizations operating within their states.

12. Twenty-four (82.7%) leagues sanction interstate participation in speech meets.

13. Eleven (38%) leagues report a neutral attitude toward regional and national meets, while nine (31%) favor such meets, and eight (27.6%) oppose them.

14. Eighteen (62%) of the directors report the majority of the secondary school administrators favor their league's programs, and nine (31%) report secondary school administrators show an indifferent attitude.

C. Financial Support

15. The majority of leagues receive their financial support from membership fees, the sponsoring institution, or a combination of these two.

16. League budgets, for speech activities only, range from $0.00 to $4,250.

17. Only eleven (38%) of the league directors reported their budgets to be adequate. The combined present budgets of the leagues reporting a need for more money is $23,836. The desired increase over the present budget for these leagues is $16,614. Thus, the average non-adequate budget should be raised 69.6% if the budget is to be adequate. These desired increases range from $150 to $7,000 per year. The median desired increase was $500.

D. Service and Materials

18. (81.8%) leagues make available the N. U. E. A. Handbook to their member schools; twenty (90.9%) distribute other debate materials; fourteen (63.6%) furnish bibliographies; fifteen (68.2%) aid in planning speech meets; thirteen (54.5%) furnish speech clinics and institutes; and sixteen (72.7%) give aid in securing critics.

19. Twenty-five (86.2%) leagues maintain a central office from which materials may be purchased, with the director in charge of material distribution in the majority of the leagues.

20. Eight (27.6%) leagues, all sponsored by colleges or universities, maintain a loan service, which makes available materials to mem-

ber schools. This service is free except for mailing charges.

21. Twenty-one (72.4%) leagues handle material at cost; four (13.8%) sell materials at a loss; one (3.4%) expects to make a profit from such sales, while one league gives materials to member schools free of charge.

E. Awards and Recognition

22. Twenty-six (89.6%) leagues give awards to either or both outstanding individuals and outstanding schools. The more popular awards and times reported are: individual medals, eighteen (69.2%); certificates, fifteen (57.7%); cups, fifteen (57.7%); scholarships, eleven (42.3%); and placques, nine (34.6%.

F. Programs and Activites Sponsored

23. In all, twenty separate activities were reported by the twenty-nine leagues used in this study. Debate is the only activitiy sponsored by all leagues. The other activities, and the number of leagues sponsoring each are: extempore speech, twenty-two (79.9%); original oratory, nineteen (65.5%); oratorical declamation (65.5%); dramatic declamation, seventeen (58.6%); poetry reading, fifteen (51.7); one-act play, fifteen (51.7%); humorous declamation, fourteen (48.3); radio speech, eleven (37.9%); prose reading, ten (34.5%); discussion, nine (31%); after dinner speaking, two (6.9%); and legislative assembly, impromptu speaking, retold story, radio play, Shakespearian readings, extempore reading, four minute speech, and Shakespearian scenes were mentioned but one time each.

24. As a group, the ninteen leagues (65.5) sponsored by colleges and universities include more different activities in their programs than do leagues with other sponsors. Leagues whose policies are determined by boards of control (see No. 8) tend to have more extensive programs than leagues with other policy making budgets. The leagues with budgets below $1,000 tend to sponsor fewer activities than do those with higher budgets, and in general, the larger leagues sponsor programs of greater variety than do the smaller ones.

25.Twenty-three (79.3) leagues sponsor annual state speech meets. Twenty--one of these meets are competitive in nature, while only two are non-competitive. In the majority of states preliminary eliminations are held prior to the state meets.

RADIO SECTION

EDITED BY HALE AARNES
Stephens College, Missouri

Hale Aarnes

RADIO IS YOU

By HOWARD C. HANSEN

WHEN radio first began in this country, broadcasters were thrilled to learn that they had **any** listeners. As broadcasting advanced technically, as the propagandistic possibilities of it were revealed, it went through a **second** stage of growth in which success of programming was determined by the size of the listening audience. The coincidental rise of polling techniques of course lent added, and perhaps undue, emphasis to the broadcaster's consuming fascination with trying to win **all** the listeners to his wave length — and so to his advertising messages. This drive for mass appeal was, in its simplest form, one of the usual manifestations in a free society of an enterprise's instinct for dominance. A program's "Crossley" or "Hooper" rating was enough to make or break it. This pressure on the broadcaster for mass program appeal was not only self-generated. More of his stomach ulceration was promoted by the advertiser — the sponsor—whose primary if not sole concern with radio broadcasting lay in its capacity to sell his product. The advertiser's concern here was limited to the art and science of the "commercial".

This second phase began to pass with a rising awareness, notably on the part of broadcasting **talent,** that radio could not be all things at once to all people; that there were minority groups who not only had significant, though limited, commercial value to the right sponsor, but minority groups whose tastes and intellectual strength could be man's hand on the horizon preparing to challenge the sponsor's right to abort the artistic assets of the medium as he exploited the technical assets. Raymond Swing's rejection of the middle commercial announcement from his program typifies this search for emancipation.

Early in the war individuals like Norman Corwin and Arch Oboler protested publicly against those who raised questions concerning the worth of a program like "This Is War" whose rating indicated that the **entire** country was not listening to it each week. Today, of course, no programmer would admit, particularly in the face of successful competition, that his program pretended to appeal to everyone in the country. Some buyers of network time shrewdly contract for only a selected group of network-affiliated stations, and even widely carried programs like "Bob Hope" and "Fibber McGee and Molly", two continual leaders, claim no more than a "substantial share of the available audience."

Today radio programming is audience-tailored in still other ways. For example, networks block-program in mood units and thus build atmosphere which will hold a special segment of audience throughout an entire period. Instead of competing with another network's program, type for type, rival networks strive to be different, without departing very far from the tried and

lucrative. No broadcaster today would be so unsophisticated as to admit that he expected the whole great throbbing heart of America to be pulsing to his sponsor's brand of adrenalin—but he likes what part he has, and more.

The pattern of radio's appeal was set early and is at the root of what is wrong with radio today. It will continue to be what is wrong with it in this country. That trouble is simply this—direct commercialization, or what the uncomfortable radio industry is now referring to as advertising "excesses".

Typical excesses were singled out by the Federal Communications Commission in its 'Blue Book' as adequate demonstration of the fact that the broadcasters were violating not only the terms of the public trust set forth in their license, but their own self-regulation as well. The industry for many years has regulated itself through a code of practices subscribed to by the National Association of Broadcasters. This code includes regulations concerning the broadcasting of controversial public issues, religious, educational, children's, and news programs, and it sets specific limitations on the length of commercial copy. The standard of practices embodied in this code was certainly a creation of concern and responsibility by maturing broadcasters. Why then do they see fit to play fast and loose with their own slowly evolving and hard-won standards? Do broadcasters feel that radio—commercial radio—is not here to stay unless they grant word bonuses and premiums of time to advertisers by allowing violations of time limits on commercials and permitting the shattering effects of dinning repetition? Do they still have haunting notions that radio as an advertising medium can't hold its own with the printed page? Isn't it evident by this time, from the **good** programming and the **good** advertising on the air, that hundreds of millions spent in radio's commercial house are not invested in a wing built on quicksand? Radio is an accepted fact. Its natural appeal is attested to by the fact that the people of this country **continue,** even while they gripe, to listen to programs of indifferent quality. Unfortunately listeners are building up a tolerance for a nuisance radio, with the result that they listen with only half an ear. It is sad to contemplate the inevitable outcome of a system in which the principals, shrewdly aware of a rising threshold of resistance and indifference, cleverly employ the psychological cure-all techniques of repetition and superficiality—with sound, no less! The challenge to broadcasters today seems to be to create a minor irritant, to rub it in three times and never draw a protest. The spiral is downward. A housecleaning is inevitable.

There are those who think that frequency modulation, and the attendant condition of more stations creating more competition for the listener's ear and purse, means better programming. This is easy and superficial judgment. Have not monopolistic practices succeeded in the past? Don't most radio stations in our country today belong to networks? And, as network members, don't they allow someone higher up in the hierarchy to supply pre-selected programs and revenue? Won't new stations, striving for a foothold in a commercial world, tend to pattern their conduct after the commercially practices of the past? There is as much or more reason to think thus as otherwise.

And supposing a station does not belong to a network. Is there any reason to think that its commercials will not be excessive, that it will better serve local interests, conveniences and necessities, that it will not be operated by flush radio boneheads who recognize a pie full of plums when they see one? In 1946 more than 400 new stations were licensed by FCC. It is noteworthy that these licenses were taken out during a period of tremendous prosperity in the country as a whole; when, so far as the radio station is concerned, advertisers are climbing in the windows. Most of these stations are going up as business enterprises dedicated to profit. At least one new station opened during this last year has not had to employ an outside contact man in its commercial department. Business is coming to the station. In spite of this its commercial copy sounds like all commercial copy — repetitive and nauseating. No, new competition will work no wonders because it takes its text from documentation of "sound" business practices of the past.

Where does the trouble lie? With the listener who stands for it, with the broadcaster who creates it, or with the sponsor who insists upon mediocre programming and advertising ad nauseum? There are strong proponents for each contention. The answer, like the problem, is simply stated. Radio is **coming** of age—it has not yet become a stable institution. Like all maturing things it is suffering from growing pains—pains which shoot through the whole body—pains which hurt so much that parts of the whole cry out accusingly that other parts are causing the anguish. It is a hopeful sign that in growing things the greatest agony occurs just before the coming of age—in birth, in adolescence, in a growing consciousness of the necessity of girding for war.

Let the three factions in radio be a little more to each other. Let the advertiser be more of a creator and an appreciator. Let him stop high-pressuring the broadcaster into producing copy which interrupts, repeats, distorts, annoys, and even alarms. Let him stop insisting on productions which are simply tinsel dressing for the main commercial.

Let the broadcaster be more of a spectator. He should stop **acting** like an anxious huckster. Better still, let him listen to his own stuff.

Let the listener sense the values of radio production, and the realities of paying for it; and let him awaken to the simple fact that the air lanes belong to him. Let him stop acting as though he were getting something for nothing, because he isn't. For every two cents spent daily by the advertiser on radio upkeep, the listener spends three cents; and eventually he absorbs the advertiser's two-cents' worth in the radio-advertised goods he purchases. Let the listener protest against the use of the air for anything which reduces the medium to the status of a great, big, amusing toy.

Shorn of its natural and cultivated glamour, radio is man's newest tool for communication and social adaptation. As something which belongs to everyone, it is the exclusive tool of no one, and in this country will never become that. It can make sense, a better way of life, and money, if properly exploited. Anything as great and as large as radio cannot properly mature outside the framework of a strong social consciousness on the part of ev-

eryone concerned. A sponsoring concern does not live exclusively on its profits. It is sustained more truly in its sense of making better things for better living. A broadcaster does not thrive on mass production of pointless noise. He is buoyed up by his satisfaction in interpreting and reporting life forcefully for thinking and feeling people. A listener cannot become a whole individual if he must use his precious store of energies building resistance to continuous frustration. He becomes a useful, thoughtful, and feeling citizen in a democratic society when the dynamic social forces about him —of which radio is one—contribute unendingly and purposefully to his striving to emerge.

There is evidence that college educators are taking increasing interest in society's stake in radio broadcasting. According to the Federal Radio Educational Committee approximately 19% of America's 1800-odd colleges and universities reported that they offered radio courses. Education's systematic study of this magnificent social tool ultimately will have a significant effect upon the nature and function of radio broadcasting. 14% of our institutions of higher learning offer courses for professional training in radio; 6% have radio workshops; 3% offer courses in teacher training and classroom use of radio; and an undefined, but smaller, percentage is offering courses in general appreciation of radio. About 12% of these institutions offer courses in radio speech; 8% offer courses in radio engineering; 7% have courses in both radio production and dramatic script writing. The post-war years will undoubtedly note an increase in all kinds of formal radio education. This will have a subsequent effect upon radio broadcasting in at least two ways.

Institutions which give consideration to the skills and techniques of professional radio broadcasting will present to the industry not only **better** talent, but talent with an awareness of the social function and responsibilities of privately owned radio. This should make for better programming and more intelligent advertising.

Institutions which concern themselves less with professional training and more with developing the appreciative values of radio will make listeners less tolerant of reckless broadcasting. Broadcasters, equipped as they are for feeling the listeners' pulse, will react favorably to this kind of pressure. There is little doubt that the cumulative effect of radio education's influence is considerable.

DEBATE ARCHIVES

Incidental accounts and discoveries about the gentle and academic art of disputation and debate in the ivy covered colleges and academies of our progenitors.

Edited by DAVID POTTER
of the Department of Speech of Rutgers University.

SIGNIFICANT CHANGES IN COLLEGIATE DEBATING, 1748-1948*

By David Potter
Rutgers University

THE past two hundred years have seen the demise of three major types of collegiate debating. A fourth type, according to some critics, is now in a precarious state. For those of us interested in preserving or advancing intercollegiate debating, an historical survey even as cursory as this must be will reveal certain important casual forces and interesting and often recurrent trends.

The first major form of debating in the American colleges was the Latin Syllogistic Disputation. Imported along with most other early academic ideas from the parent European centers of learning, this medieval hold-over flourished in our colleges until the middle of the 18th century. Emphasizing formal logic as its method of proof, Latin as its medium of expression, the prescribed curriculum as its source of subject matter, and the Bible as interpreted by the reverend president or tutor as its standard of truth, the Syllogistics served as teaching, testing, and exhibiting devices, and in the later years, according to the students, as a means of academic punishment.

Undoubtedly the major factors responsible for the decline of this exercise were the spread of the Enlightenment and its initial small but nevertheless liberalizing effect upon the college curriculum, the increased suspicion of syllogistic logic as the tool of inquiry, the rise of the vernacular, the interest in a more complete rhetoric, and the influx of vital topics induced by the American Revolution—topics which could not be treated adequately in the formal Latin syllogistic manner. We can recognize these influences today. Two hundred years ago the college presidents were too close to academic tradition. They failed to see a need for change. So the undergraduates enlightened them with the help of the listening public. On October 8, 1725, President Wadsworth of Harvard noted in his diary:

> This day I first heard ye Batchelours in ye Hall . . . I shld have began ys exercise about a month sooner, but ye

> Batchelours pretended . . . yt they had not sufficient knowledge (or warning of ye Question) and a day or two before ye last fortnight, wn ye disputation should have began, the Respondent yt should have been, was sent for home.

Later gentlemen of Cambridge were less subtle in their rebellion. Feeling, as John Quincy Adams noted in his diary for May 23, 1786, that the "government in giving them those parts write on their foreheads DUNCE in capital letters," the syllogists in that same year, "all got together . . . and drank till not one of them could stand straight, or was sensible of what he did. A little after nine they sallied out, and for a quarter of an hour made such a noise as might be heard a mile distant . . . Mr. ——— had two squares of his windows broke." Nor were the commencement audiences sympathetic to the administration. As the Massachusetts Centinel of 1787 put it, the exercises were but "fulsome . . . species of scholastic jargon." The last syllogistic disputation exhibited at a Harvard commencement was in 1792!

Influenced largely by student and public interest in a form of debate which could handle the vital questions of an awakening age, the written English Forensic Disputation made its appearance in the American Colleges toward the middle of the eighteenth century. At first subservient to the Latin exercise, it gradually displaced it both as a prescribed classroom and as an exhibition device. Less formal in nature, and with a relatively flexible methodology, it allowed eloquent—if "canned" — treatises on the pros and cons of such divergent topics as "Ought Universal Suffrage to be allowed?" and "Was Brutus Justifiable in Killing Caesar?" (Yale, 1832).

Although the forensic disputation lingered on in some college curricula as an exercise in composition, its popularity as a form of debate declined seriously after the early decades of the 19th century. With the introduction of scientific and business courses and the consequent lessening of emphasis on legal and religious training, many "practical" students no longer felt a need for forensic training. Other debate conscious students believed that the written and carefully censored forensics were stultifying. Perhaps even more important, the literary and debating societies with their comparative freedom from faculty administration were taking over the traditional classroom exercise.

Even before the forensic disputation was accepted by the college administrations, it was a featured exercise in the literary and debating societies which sprang up early in the 18th century. In the halls of these societies founded by students to fill a pressing social need as well as to furnish less constrained opportunities for literary and forensic improvement, zealous undergraduates debated what they considered the important topics of the day. Usually they were the same topics assigned in the classroom forensics. But in the halls no faculty members laid down the law. This was the society prerogative only. Furthermore, levity was often allowed. What college professor would encourage: "Should bachelors be taxed for the support of old maids?" (Philolexian Society, June 13, 1817) or "Supposing a man pull a rope tied to a pig's snout whether the man or the rope would pull the pig." (Harvard Phi Beta Kappa, October 27, 1813).

An important contribution to debate history was the society introduction of extempore Disputes in the second half of the 18th century. As early as November 6, 1766, the Yale Fellowship Club provided for this type of debate, a provision adopted later by the majority of societies in the colonial chartered colleges.

By 1829 the societies were also experimenting in still other types of debate. Parliamentary debates concerning the expenditures of funds and drafting of notices to the "interfering Faculty" were commonplace, although not prescribed society exercises. However, in 1829, the Brown College catalogue, which did not list classroom disputations, noted:

> After the morning Recitation on Saturday, the Students are allowed to meet in their Societies' rooms or in the Chapel, for the purpose of improving themselves in rhetorical practice or in extempore debate. To promote the latter design, they have been encouraged to form themselves into an association, meeting every fortnight, in which debates are maintained and other business is transacted, after the model of the House of Representatives in Congress.

The societies were also changing the methods of awarding decisions. Instead of following the time honored custom of deciding on the merit of the question, the Linonian Society of Yale instructed its President in 1863 to judge "both on the merits of the question and the weight of argument; as presented by the disputants." The great Cliosophic Society of Princeton provided for a more interesting method of judging in the 1870's.

> Immediately before the performance of any literary exercise the President shall appoint some one of the members not on for any performance that evening to act as Critic whose duty it shall be at the conclusion of the particular exercise to give the Hall as far as he is able a just and descriminating criticism upon the merits or demerits of the performance as well as upon the manner of its delivery. After the Critic thus appointed has concluded, the original performance as well as the criticism will be open to the Hall for general comment and Discussion.

By the time the Civil War broke out, however, the majority of the societies were no longer in a flourishing condition. Chiefly responsible for the decline were the changes in national ideals, intellectual interests, and educational purposes as manifested in the further liberalization and expansion of the curriculum, the rise of intercollegiate athletics, the decreased interest in oratory, and the rapid spread of the social fraternities.

The societies did not yield without a struggle. To enliven the Halls, inter-society debates were initiated, those at Princeton, for example, offering handsome prizes for the winners. Other societies, like the Philomathean of New York University and Peithessophian of Rutgers tried to revitalize their membership by encouraging inter-collegiate rivalry —the two societies meeting at Kirkpatrick Chapel in New Brunswick on May 6, 1881, the decision going

to Peitho. It was not, however, until Harvard and Yale engaged in their much publicized debate on January 14, 1892 that this new addition to the intercollegiate craze took root.

It is interesting to note that the desire to vanquish an important rival contributed as much to the rise of intercollegiate forensics as the desire of the students and the public to hear debates. It is also interesting to note that the faculty took over the direction of this activity shortly after intense school rivalry began to emphasize win-lost records. Furthermore, we find that as the contests gained in importance, they were supplemented, as in the very beginning of debating in the colonial colleges, by curricular offerings in argumentation and debate. The cycle was almost complete.

What has passed since the introduction of intercollegiate debating is common knowledge. There is little need for rehashing recent trends and changes. But in present day occurrences there can be found seeds of decay. Many of us now have to lure debaters with the promise of trips and medals. Audiences are becoming extremely wary of scholastic forensics. Winning is frequently replacing training in advocacy as the goal of debate instruction. Tournaments where the judges, timekeepers, chairmen, and contestants make up the audience are the heart and soul of many debate programs. Even our forensic societies are featuring discussion progressions and not debates at their annual conferences. Does this indicate that debating as we know it is on its way out? Perhaps not. Fortunately, we have time to look over our forensic history and become cognizant of changing values, curricula, audiences, student bodies. If we fail to take advantage of this opportunity, intercollegiate debating may join the Syllogistic, the Forensic, the Literary and Debating Societies, and Intercollegiate Whist in the college graveyard.

Along the Tournament Front

SEASON'S CALENDAR

ALABAMA COLLEGES

Nov. 4-6 Discussion Tournament, Univ. of Alabama, T. Earle Johnson, Director.

ARKANSAS

Feb. 11-12 Arkansas State Teachers Tournament, Conway. Dr. O. F. White, Director.

CALIFORNIA—COLLEGES

Oct. 16 Speech Clinic, Pasadena City College. Paul Smith, Director.

Nov. 5-6 Practice debate meet. 4 rounds. Los Angeles City College.

Nov. 12-13 Speech Events Meet. Pepperdine College, Los Angeles.

Nov. 19-20 California Conference Meet, Pomona College, Guild Hall, Claremont. B. D. Scott, Director.

Dec. 3-4 Practice Meet on Nat. College Subject. Coll. of Pacific. Charles Guss, Director.

Jan. 14-15 Practice Debate Meet. Calif. Inst. of Tech. John Schutz, Director.

Feb. 12 Speech Events Meet, U.C.L.A. Westwood. James Murray, Director.

Feb. 17-19 Calif. Conference Meet, Bakersfield J.C. Leonard McKaig, Director.

March 31-April 2 Pi Kappa Delta Invitational, Univ. of Redlands. E. R. Nichols, Director.

CALIFORNIA—HIGH SCHOOLS

S. C. D. L. Schedule

Oct. 16 Speech Clinic, Pasadena City College.

Oct. 30 Speech Festival, Glendale High School.

Nov. 6 Novice Debate L. A. High School.

Nov. 19-20 Fall Open Tournament Alhambra H.S.

Dec. 10-11 U.S.C. Tournament, University of So. Calif., Los Angeles. Alan Nichols, Director. Citrus Belt League Meet, Univ. of Redlands. (Reorganization meet).

Dec. 14 John Marshall H. S. Extempore Meet, L. D. Hanks, Director.

Jan. 15 Round Robin debate Fairfax H.S., Los Angeles.

Feb. 25-26 District NFL.

March 12 Novice Individual Events Huntington Park H.S.

March 24-26 Southern California N.U.E.A. Univ. of Redlands. E. R. Nichols, Director.

April 29-30 Spring Open Tournament, Mark Keppel H.S. Alhambra.

May U. C. L. A. Meet.

COLORADO—COLLEGES

Feb. 17-19 Rocky Mountain Speech Conference, Univ. of Denver. Both H. S. and Colleges. P. Merville Larson, Director.

Nov. 19-20 Colorado Univ. Meet. Thorell B. Fest, Director.

Nov. 15 Pueblo Junior College, Pueblo Debate Tournament.

COLORADO—HIGH SCHOOLS

Nov. 6 H. S. Tournament, Longmont, Colo.

April 1-2, '49 District N. F. L. Univ. of Colo., Boulder.

ILLINOIS

March United Nations Assembly, Univ. of Chicago.

INDIANA—COLLEGES

Oct. 14-15 Indiana-Michigan TKA Regional Congress, Lafayette.

Nov. 4 Purdue National Invitational Forensic Conference, Lafayette.

Feb. 5, '49 2nd annual Delta Sigma Rho Invitational, DePauw Univ., Greencastle. Forrest L. Seal, Direcor.

Feb. 12, '49 Purdue Univ. Novice Debate Tournament, Lafayette.

March 31 - April 2, '49 Tau Kappa Alpha National Discussion Conference, Lafayette, Ind. P. E. Lull, Director.

INDIANA—HIGH SCHOOLS

Dec. 3-4 Indiana High School Debaters Conference, Lafayette.

IOWA

Dec. 3-4 University of Iowa, Iowa City, A. Craig Baird, Director.

March 4-5, '49 Univ of Iowa Meet, Iowa City. A. Craig Baird, Director.

IOWA—HIGH SCHOOLS

March 31-April 1, 2 State High School Tournament, Univ. of Iowa, Iowa City. A. Craig Baird, Director.

KANSAS—COLLEGES

Oct. 23 Univ. of Wichita Debate Clinic.

Nov. 20 Bethel College Meet, Newton, Kans.

Date not designated — McPherson

College Meet, McPherson; Ottawa University Meet, Ottawa; Sterling College Meet, Sterling.

Dec. 6-7 Southwestern Invitational Tournament, Winfield. Debate for Men, Women and Junior Div. Also Extempore. J. D. Hansen, Director.

Dec. 11 Annual St. John's College Speech Festival.

March St. John's Forensic Tournament.

KANSAS—HIGH SCHOOL

Nov. 19-20 Southwestern College Meet, Winfield. J. D. Hansen, Director.

Nov. 22-23 Southwestern College, Winfield.

Dec. 3-4 El Dorado Junior College Meet.

Dec. 10-11 Interstate High School Meet, Coffeyville J. C.

Feb. '49 District High School Meet.

KENTUCKY

Feb. 28-March 1 Murray State Teachers Tournament, Speech events only. Dr. J. Albert Tracy, Director.

LOUISIANA—HIGH SCHOOLS

Feb. 2-5, '49 Northwestern State College High School Meet, Natchitoches. R. L. Kopp, Director.

March 18-19 14th Annual Louisiana Forensic Tournament, Natchitoches. R. L. Kopp, Director.

MINNESOTA—HIGH SCHOOLS

Feb. 11, '49 Tri-State Tournament. Concordia College, Moorhead. Allwin D. Monson, Director.

MINNESOTA—COLLEGES

Feb. 4-5 Red River Valley Tournament. Concordia College, Moorhead, Minn. Allwin D. Monson, Director.

MISSISSIPPI

Tau Kappa Alpha Warm-up Tournament Nov. 19-20 Oxford, Miss. Paul D. Brandes, Director. Limited to Southern TKA District.

MONTANA

Dec. 10-11 Northwest Men's Tournament, Missoula, Montana. Ralph Y. McGinnis, Director.

April ? Montana State University Tournament. Ralph Y. McGinnis, Director.

NEBRASKA

Dec. 7-8 Kearney State Teachers College Meet, Kearney. H. A. Ahrendts, Director.

Feb. 25-26 Univ. of Nebraska Discussion and Debate Conference. Three rounds and Oratory, Extempore, and Radio. LeRoy T. Laase, Director.

OHIO—COLLEGES

Nov. 5-6 Denison Debate Tournament, Granville, Ohio. L. Crocker, Director.

Nov. 17 Northeast Ohio Debate Conference, Radio Program, Fed. Aid to Education.

Dec. 11 Northeast Ohio Debate Conference—Novice.
Case Inst. of Tech., Cleveland. Three Rounds. 6 team limit.

Jan. 7-8, '49 Bowling Green Tournament. Debate and Oratory.

January 7-8 Great Lakes Debate Tournament, Bowling Green Univ. two teams per college, 8 rounds.

Feb. 12 Buckeye Debate Tournament, Kent State Univ. Kent, 4 rounds.

March 12 Northeast Ohio Debate Conference—Varsity Tournament, Baldwin-Wallace, Berea. Limit 4 teams—2 aff., 2 neg.

OHIO—HIGH SCHOOLS

Nov. 19-20 Public Affairs Discussion Conference. Ohio State Univ.

Dec. 11 Debate Clinic Ohio State Univ., Columbus.

OKLAHOMA—COLLEGES

East Central Forensic Meet, Dec. 2-4, Ada Okla. Debate. Discussion, extempore, impromptu, oratory, radio, poetry, after-dinner, story-telling, book review, reading. Senior and Junior divisions for both men and women. D. J. Nabors, Director.

Feb. Mid-West Tournament Univ. of Okla. Norman.

Feb. Panhandle Invitational, Panhandle A. and M. Goodwell.

March Savage Forensic Tournament, Southwest State, Durant. Tom Houston, Director.

OKLAHOMA — HIGH SCHOOLS

Oklahoma City Invitational Jan. 7-8. Elaine Tucker, Director.

Qualifying Tournaments, Okla. H.S. Speech League: Phillips Univ. Nov. 19-20. I. G. Morrison, Director.
Okla. Baptist Univ. Dec. 9-11. J. R. Scales, Director.

Southeastern State College, Durant. Walter L. Blain, Director.

East Central State College, Ada, Feb. 17-19. D. J. Nabors, Director. Classes B and C.

East Central State College, Ada, March 10-12. Class A only.

Northeastern State College, Tahlequah, March 10-12. James Robinson, Director.

Northwestern State College, Alva, March 11-12. J. B. Stout, Director.

Central State College, Edmond, March 18-19. Grady Watkins, Director.

Panhandle A & M Coll., Weatherford, March 25-26. Earl E. Bradley, Director.

Southwestern Institute of Technology, April 1-2, Weatherford. Cedric Crink, Director.

State Tournament April 21-23, Univ. of Okla., Norman. Guy Brown, Director.

OREGON—COLLEGES

Feb. 24-26 Linfield College Tournament, McMinnville. R. D. Mahaffey, Director.

OREGON—HIGH SCHOOLS

Feb. 10-12 Annual Interscholastic Meet, Linfield College, McMinnville. R. D. Mahffey, Director.

March Oregon State High School League Meet, Corvallis.

SOUTH CAROLINA

Nov. 11-13 Carolina Forensic Meet, U. of So. Carolina, Columbia. M. G. Christopherson, Director.

SOUTH DAKOTA—COLLEGES

January 15, '49 Sioux Falls College Meet, L. E. Davis, Director.

TENNESSEE—HIGH SCHOOLS

March 10-12 Regional NFL Tournament, David Lipscomb College, Nashville. Batsell Barrett Baxter, Director.

TENNESEE—COLLEGE

Feb. 17-19 Tennessee Tournament Association Meet, David Lipscomb College, Nashville. Batsell Barrett Baxter, Director.

TEXAS

April 4-9 Southern Speech Assn. Tournament, Baylor Univ., Waco, Texas. All events and Congress. Glenn R. Capp, Director.

Nov. Debate meet, Texas A and I, Kingsville.

Dec. Southwestern Debate T. Univ. of Texas, Austin.

Feb. West Texas Tournament, Abilene Christian College, Abilene.

TEXAS—HIGH SCHOOLS

Feb. 18-19, '49 Baylor Univ. H. S. Meet, Waco, Texas. Glenn R. Capp Director.

UTAH

Nov. 4-6 Rocky Mountain Forensic League, Utah State Coll, Logan.

VERMONT—COLLEGES

Nov. 19-20 Univ. of Vermont Invitational Tournament, Burlington. Mrs. Nancy R. Connell, Director.

WASHINGTON

Western Association Meet Nov. 22-24 Univ. of Washington, Seattle. All events. Senior and Junior divisions for both men and women. R. D. Mahaffey, Director.

Dec. 3-4 Northwest College Women's Meet, Pullman. W. H. Veatch, Director.

Nov. 19 Inland Empire Warmup Meet, Gonzaga Univ., Spokane. Rev. John Martin, S. J.

Feb. 9-11, '49 Pacific Northwest Pep Tourney, Gonzaga Univ., Spokane.

WISCONSIN—HIGH SCHOOLS

Oct. 30 Second Annual H. S. Discussion Clinic, State Teachers' College, Eau Claire.

Nov. 13 High School Speech Institute. Sponsored by Univ. of Wis. Extension Div., Eau Claire Teachers' College.

January 8 Fifth Annual High School Tournament, State Teachers' College, Eau Claire.

WISCONSIN—COLLEGES

Feb. 18-19, '49 Fifth Annual Eau Claire Tournament, Grace Walsh, Director.

The "Green Room" Discussions

G. M. Musgrave

The Sunday afternoon broadcasts of the New York Philharmonic Orchestra, long noted for the presentation of good music, have recently achieved distinction in another field—discussion.

Radio intermission features are difficult at best. Most listeners tune in on a given musical program to hear music, not a speech (Chicago Theater of the Air) or an appeal for funds (Metropolitan Opera). An interruption in the music, however necessary, produces a feeling of resentment among certain listeners which must be overcome. Furthermore, the intellectual level must appeal to the trained musician as well as the housewife.

The "Green Room" intermission on the Philharmonic broadcast has been notably successful in achieving these ends. Since the program—which takes the form of a discussion— is remarkably free from the faults commonly observed in collegiate discussions and in certain other radio programs, the manner of preparation may be of considerable interest to those whose responsibility it is to produce similar programs, collegiate or otherwise.

There are three participants in the "Green Room" discussions, James Fassett and two guests. Mr. Fassett is Supervisor of Music for the Columbia Broadcasting System and producer of the Philharmonc broadcasts. He has a good voice, speaks distinctly, employs a broad vocabulary, and quite evidently knows music. His guests (often one woman and one man) are persons qualified to speak authoritatively on the musical problems discussed. The pattern of discussion is that of a spontaneous, informal three-way conversation. Mr. Fassett, for the most part, lets the guests do most of the talking, but steers the conversation skillfully down the chosen path by means of apparently spontaneous questions and comments.

The merits of the discussion from a technical standpoint are threefold, (1) integrated thought, rather than aimless wandering, (2) excellent grammar and enunciation, (3) the spontaniety extempore delivery.

Mr. Fassett has been kind enough to prepare the **Debater's Magazine** some comments on the manner in which these results are achieved:

On only two occasions have guests felt it necessary to read from a prepared script. I usually meet early each week with the two guests engaged for the following Sunday, and we discuss in general some of the topics we wil touch upon in the Green Room discussion. My practise is to make notes of highlights brought out in this early meeting, and then to formulate them into questions which are typed and sent to the guests in advance of the program. However, these questions are merely a guide. Their purpose is to provide for the guests an indication of the main substance of the discussion. Otherwise the broadcast is entirely improvised.

However, I have found it most helpful to run through the discussion period a half hour or so before the broadcast starts just as though we were on the air. This run-through is recorded and immediately afterward we listen to the play-back. Each Sunday we have found that the actual broadcast was much superior to the run-through which tends to wander away from the main points. We thereupon decide where to trim and where to expand, where to exclude items and where to include others, so that the air broadcast becomes much more concise and coherent. In no case has it been felt that the desired spontaneity of the air has suffered because of the previous run-through.

The integration of the discussion is my job on the air as well as in preparation. It is sometimes difficult, as you can realize, to have one question lead naturally from another, and a completely improvised, unprepared discussion lacks integration.

Mr. Fassett's procedure, then, can be summarized as follows:

1. Preliminary discussion to determine ground to be covered (one week before broadcast).

2. Written list of questions (several days before broadcast, giving time for research if necessary).

3. Dress rehearsal (half hour before broadcast).

4. Play-back of recording of dress rehearsal and revisions in content.

5. Actual broadcast.

INTERFRATERNITY BREAKFAST AT NATIONAL CONVENTION

Upon the suggestion made by the Editor of this magazine occasioned by correspondence with some of the national officers of the various National Speech Honor societies, it has been decided to get together for a conference at Washington, D. C. At the call of Professor E. C. Buehler, of Kansas University, and President of Delta Sigma Rho, a breakfast has been arranged for Wednesday morning, Dec. 29 at 8 a. m., at the Hotel Statler. All members of the college and junior college forensic honor societies present at the Convention are invited and welcome to attend. There will be a discussion of the common interests of the societies and an attempt made to plan some measures of future cooperation to handle the problems in forensics that are arising constantly.

With the Forensic Honor Societies

Compiled by E. R. NICHOLS

THE following compilation is a merged list of the colleges having chapters of one of the forensic honor societies. A very few institutions have a chapter of two societies, an unusual situation, and one difficult to maintain. It has been possible in a few instances because the oldest organization, Delta Sigma Rho has held to the policy of taking chapters only in the large state Universities and larger institutions and a few of the well known colleges. Because they have maintained an exclusive membership initiation policy there have been debaters left out in sufficient numbers to form a second chapter. Membership in more than one honor society is common, especially among instructors and coaches, who move from one college to another and work with the chapter installed at the institution where they teach regardless of previous affiliations. At one time Delta Sigma Rho and Pi Kappa Delta maintained a plan of joint membership. Where there are two chapters in an institution a dual membership policy could be adopted if it is not already in force.

The field of debate in the colleges is not entirely comprised in the honor societies. Many other colleges debate. Many do not. The second list is a compilation of colleges forming the field of expansion for the honor societies. Some of them debate and some do not. Some of them may debate later, some of them have formerly, some of them probably never have. It is to be hoped that all will sooner or later.

The war injured debate in the colleges considerably, and it is just now beginning to come back. Many teachers of speech have been antagonistic to debate, as well as many administrators, and some have tried to substitute discussion. Experience has shown that discussion does not make a very good contest, and is much more directly allied to debate than was at first supposed. The tendency now is to reunite them and to use both as methods of equipping the college speaker.

One glancing through the first article in our June number, written by Dean McBurney of Northwestern, will realize immediately the reason why the debaters and the discussionists are getting together, and why the schism of the past decade is closing up and tending to pass out. Both methods of training and contest are practice in an essential process of democracy. Without them we cannot continue as a democracy. To avoid the encroachment of totalitarianism and dictatorship and one party system politics, we must train young America in discussion and debate. Any other policy is short-sighted and blind. Gradually uptodate, wide-awake, unprejudiced educators and administrators are realizing this fact and placing debate back in good standing in American educational institutions. Slowly but surely the idea will gradually reach the indifferent and the hostile minded, for America must remain democratic or we lose all we have cherished and fought for in the past. Discussion and debate are our best hope of settling things by talk instead of resorting to tyranny, force, and armed might. That is just how important they are, and the college that does not realize this is failing in its function as an educator and developer of future leaders.

The following compilations were made for two reasons; to depict the situation as it stands, and to aid the honor societies to realize their future field of expansion, or the field of new rivals that might be established.

One group has not yet been included, the junior colleges and their honor society Phi Rho Pi. Of all the honor societies, this organization was hardest hit by the war and has been the slowest to recover and regain its pre-war activity.

Of the twenty thousand or more high schools in this country, only about 500 can join the National Forensic League, the high school forensic organization as it is limited to that size. This means, of course that there is an unlimited field of expansion in the high schools. Perhaps someone one of these days will get the vision and begin the organization of additional societies. The sooner the better for the good of debate, and for the training of future citizens and leaders in democratic government.

Public school administrators have in many instances been singularly blind to the importance of the speech contest, the tournament, the value of travel, and the development of their able students. The inconvenience of having a teacher and a few students absent from roll call for a few days has loomed as too great an obstacle to the routine mind. Also the few cases of abuse of the contest and travel privilege of some organizations, not usually connected with speech, has blinded them to the desirability of one of the most potent possibilities in the education of the exceptionally gifted student—the kind that speech contests usually attract.

It should be explained that in the ensuing compilation, no attempt has been made to distinguish the lagging, inactive, and dead chapters left in the wake of war and the lethargy in speech activities in some colleges that have delayed a comeback.

FORENSIC HONOR SOCIETY DISTRIBUTION IN THE UNITED STATES

ALABAMA:

Tau Kappa Alpha: Alabama University; Birmingham Southern College, Birmingham; Alabama Polytechnic Institute (formerly Pi Kappa Delta) **Pi Kappa Delta;** Alabama College for Women; Spring Hill College.

ARIZONA:

Delta Sigma Rho, University of Arizona; **Pi Kappa Delta,** Arizona State Teachers, Flagstaff; Arizona State Teachers, Tempe.

ARKANSAS:

Tau Kappa Alpha: Arkansas University; Arkansas State College, Conway; Hendrix College, Conway; **Pi Kappa Delta:** Henderson State Teachers; Ouachita College; College of the Ozarks.

CALIFORNIA:

Delta Sigma Rho: Univ. of Southern California; Stanford University; University of California; Pomona College. **Tau Kappa Alpha:** Univ. of So. California; Occidental Col-

lege; LaVerne College; Santa Barbara State College; St. Mary's. **Pi Kappa Delta:** Univ. of Redlands, California Institute of Technology; College of Pacific; University of California at Los Angeles; Pepperdine College.

COLORADO:
Delta Sigma Rho: Univ. of Colorado; **Tau Kappa Alpha:** Colorado Springs College; University of Denver. **Pi Kappa Delta:** Colorado State College; Colorado State Teachers College; Western State College.

CONNECTICUT:
Delta Sigma Rho: Yale University, New Haven, Wesleyan University, Middletown. **Pi Kappa Delta:** University of Connecticut, Storrs. **Tau Kappa Alpha:** Yale University.

DELAWARE:
None.

DISTRICT OF COLUMBIA:
Delta Sigma Rho: American University; George Washington University.

FLORIDA:
Tau Kappa Alpha: Univ. of Florida; Florida Southern College, Lakeland. **Pi Kappa Delta:** Rollins College; John B. Stetson University; University of Miami.

GEORGIA:
Pi Kappa Delta: Georgia State College for Women, Milledgeville; Univ. of Georgia, Athens. **Tau Kappa Alpha:** Brenau College, Gainesville; Mercer College, Macon.

HAWAII:
Delta Sigma Rho: Univ. of Hawaii.

IDAHO:
Delta Sigma Rho: University of Idaho. **Pi Kappa Delta:** College of Idaho, Caldwell; Northern Idaho College of Education, Lewiston.

ILLINOIS:
Delta Sigma Rho: Univ. of Illinois; University of Chicago; Northwestern University; Rockford College; Knox College. **Pi Kappa Delta:** Illinois Wesleyan University; Eureka College; Carthage College; Bradley University; Monmouth College; Illinois State Normal University; McKendree College; North Central College; Shurtleff College; Wheaton College; Western State Teachers College, Macomb; Augustana College, Rock Island; De Paul University; Northern Illinois State Teachers, Dekalb; The Principia, Elsah; Eastern State Teachers College, Charleston; James Millikin University, Decatur; Southern Illinois University, Carbondale.

INDIANA:
Delta Sigma Rho: DePauw University. **Tau Kappa Alpha:** Indiana University; Purdue University; Wabash College, Crawfordsville; Indiana State Teachers College, Terre Haute; Earlham College; Butler University; Evansville College; Hanover College; Manchester College; **Pi Kappa Delta:** Franklin College.

IOWA:
Delta Sigma Rho: University of Iowa; Iowa State College, Ames; Iowa State Teachers. **Tau Kappa Alpha:** Cornell College, Mt. Vernon. **Pi Kappa Delta:** Iowa Wesleyan College, Mt. Pleasant; Central College, Pella; Morningside College, Sioux City; Simpson College, Indianola; Parsons College, Fairfield; Upper Iowa University, Fayette; Coe College, Cedar Rapids; Western Union College, Lemars; University of Dubuqe; Drake University, Des Moines; William Penn College, Oskaloosa; Luther College, Decorah.

KANSAS:
Delta Sigma Rho: University of Kansas, Lawrence; University of Wichita (formerly Pi Kappa Delta). **Pi Kappa Delta:** Ottawa University; Washburn Municipal University; Kansas State College, Manhattan; Southwestern College, Winfield; Kansas State Teachers College, Emporia; Kansas Wesleyan University, Salina; Kansas State Teachers College, Pittsburg; College of Emporia; Baker University, Baldwin City; Sterling College, Sterling; Bethany College, Lindsborg; Kansas State Teachers College, Ft. Hays; Bethel College, North Newton; McPherson College, McPherson.

KENTUCKY:
Tau Kappa Alpha: University of Kentucky; Berea College, Berea; Murray State College. **Pi Kappa Delta:** Georgetown College; Centre College, Danville; Kentucky Wesleyan College, Winchester; Transylvania College, Lexington.

LOUISIANA:
Tau Kappa Alpha: Louisiana State University. **Pi Kappa Delta:** Louisiana College, Pineville; Centenary College, Shreveport; Louisiana Polytechnic Institute, Ruston; Southwestern Louisiana Institute, Lafayette.

MAINE:
Delta Sigma Rho: Bates College. **Pi Kappa Delta:** Colby College, Waterville.

MARYLAND:
Tau Kappa Alpha: Loyola College, Baltimore; Western Maryland College, Westminster.

MASSACHUSETTS:
Delta Sigma Rho: Harvard University; Amherst College; Boston University; Mt. Holyoke; Williams College. **Tau Kappa Alpha:** Clark University, Worcester.

MICHIGAN:
Delta Sigma Rho: University of Michigan; Albion College; Wayne University, Detroit. **Tau Kappa Alpha:** Alma College; Michigan College of Education, Kalamazoo. **Pi Kappa Delta:** Kalamazoo College; Hope College, Holland; Michigan State College, East Lansing; Michigan State Normal, Ypsilanti; University of Detroit; Central Michigan College of Education, Mt. Pleasant.

MINNESOTA:
Delta Sigma Rho: University of Minnesota; Carleton College, Northfield. **Tau Kappa Alpha:** Moorhead State College; St. Cloud College. **Pi Kappa Delta:** Macalester College; St. Olaf College, Northfield; Gustavus Adolphus College, St. Peter; Hamline University, St. Paul; Concordia College, Moorhead.

MISSISSIPPI:
Tau Kappa Alpha: Univ. of Mississippi. **Pi Kappa Delta:** Millsaps College, Jackson; Mississippi State College.

MISSOURI:
Delta Sigma Rho: Univ. of Missouri; Washington University, St. Louis. **Pi Kappa Delta:** Westminster College, Fulton; Park College, Parkville; Central College, Fayette; William Jewell College, Liberty; Culver-Stockton College, Canton; Central Missouri State Teachers College, Warrensburg; Northeast State Teachers College, Kirksville; Southeastern State Teachers College, Cape Girardeau; Northwest State Teachers College, Maryville; Missouri Valley College; Marshall; Tarkio College, Tarkio; Drury College, Springfield.

MONTANA:
Tau Kappa Alpha: Montana State University, Missoula. **Pi Kappa Delta:** Inter-Mountain College, Billings; Montana State College, Bozeman.

NEBRASKA:
Delta Sigma Rho: University of Nebraska; Creighton University, Omaha. **Pi Kappa Delta:** Nebraska Wesleyan, Lincoln; Doane College, Crete; Hastings College, Hastings;

State Teachers College, Kearney; State Teachers College, Chadron; University of Omaha; State Teachers College, Wayne.

NEW HAMPSHIRE:
Tau Kappa Alpha: University of New Hampshire, Durham.

NEW JERSEY:
Delta Sigma Rho: Princeton University. **Tau Kappa Alpha:** Brothers College, Madison; Georgian Court College, Lakewood; Rutgers College, New Brunswick; Upsala College, East Orange.

NEVADA:
Delta Sigma Phi: University of Nevada, Reno.

NEW MEXICO:
Tau Kappa Alpha: University of New Mexico, Albuquerque.

NEW YORK:
Delta Sigma Rho: Cornell University, Ithaca; Brooklyn College, Brooklyn; Colgate University, Hamilton; Elmira College, Elmira; Hamilton College, Clinton; Syracuse University, Syracuse; Wells College, Aurora. **Tau Kappa Alpha:** Keuka College, Keuka Park; New York University, University Heights, Bronx; New York University, Washington Square; St. Lawrence University, Canton; Hobart College, Geneva; Hunter College, New York City.

NORTH CAROLINA:
Tau Kappa Alpha: Univ. of North Carolina, Chapel Hill; Duke University, Durham. **Pi Kappa Delta:** North Carolina State College, Raleigh; Wake Forest College, Wake Forest; Lenoir Rhyne College, Hickory.

NORTH DAKOTA:
Delta Sigma Rho. Univ. of North Dakota, Grand Forks. **Pi Kappa Delta:** Jamestown College, Jamestown.

OHIO:
Delta Sigma Rho: Ohio State University, Columbus; Ohio Wesleyan, Delaware; Oberlin College, Oberlin; Western Reserve University, Cleveland; Wooster College. **Tau Kappa Alpha:** Wittenberg College, Springfield; Capital University, Columbus; Case School of Applied Science, Cleveland; University of Cincinnati; Denison University, Granville; Kenyon College, Gambier; Miami University, Oxford; Mt. Union College, Alliance; Muskingum College, New Concord; Ohio University, Athens. **Pi Kappa Delta:** Baldwin-Wallace College, Berea; Heidelberg College, Tiffin; Hiram College, Hiram; University of Akron, Akron; Otterbein College, Westerville; Marietta College, Marietta; Bowling Green State University, Bowling Green; University of Toledo, Toledo; Kent State University, Kent.

OKLAHOMA:
Delta Sigma Rho: Univ. of Oklahoma, Norman. **Pi Kappa Delta:** Oklahoma A. & M. College, Stillwater; Univ. of Tulsa; Oklahoma Baptist College, Shawnee; Northwestern State College, Alva; Oklahoma City University; Oklahoma College for Women, Chickasha; East Central State College, Ada; Southeastern State College, Durant; Central State College, Edmond.

OREGON:
Delta Sigma Rho: University of Oregon, Eugene; Oregon State College, Corvallis. **Tau Kappa Alpha:** Pacific University, Forest Grove; Willamette Univ., Salem. **Pi Kappa Delta:** Linfield College.

PENNSYLVANIA:
Delta Sigma Rho: Univ. of Pennsylvania; Pennsylvania State College; University of Pittsburgh; Allegheny College, Meadville; Swarthmore College; Washington and Jefferson College. **Tau Kappa Alpha:** Albright College, Reading; Bucknell College, Lewisburg; Dickinson College, Carlisle; Franklin and Marshall, Lancaster; Gettysburg College; Haverford College; Lafayette College, Easton; Muhlenberg College, Allentown; Waynesburg College, Waynesburg; Susquehanna University, Selinsgrove; Ursinus College, Collegville; Westminster College, New Wilmington. **Pi Kappa Delta:** Grove City College; St. Vincent College, Latrobe; Seton Hill College, Greensburg.

RHODE ISLAND:
Delta Sigma Rho: Brown University. **Tau Kappa Alpha:** Rhode Island State College, Kingston.

SOUTH CAROLINA:
Pi Kappa Delta: Univ. of So. Carolina, Columbia; Presbyterian College, Clinton; Winthrop College, Rock Hill; The Citadel, Charleston. **Tau Kappa Alpha:** College of Charleston; Furman University, Greenville.

SOUTH DAKOTA:
Tau Kappa Alpha: Univ. of So. Dakota. **Pi Kappa Delta:** Dakota Wesleyan, Mitchell; Huron College, Huron; Yankton College, Yankton; South Dakota State College, Brookings; Sioux Falls College, Sioux Falls; Northern State Teachers College, Aberdeen; Augustana College, Sioux Falls.

TENNESSEE:
Tau Kappa Alpha: University of Tennessee, Knoxville; Union University, Jackson; Southwestern University, Memphis; Vanderbilt University, Nashville. **Pi Kappa Delta:** Maryville College, Maryville; Tusculum College, Greeneville; State Teachers College, Johnson City; Tennessee Polytechnic Institute, Cookeville; Carson-Newman College, Jefferson City.

TEXAS:
Tau Kappa Alpha: Southern Methodist Univ., Dallas; McMurray College, Abilene. **Delta Sigma Rho:** University of Texas, Austin. **Pi Kappa Delta:** Southwestern University, Georgetown; Trinity University, San Antonio; East Texas State Teachers College, Commerce; Howard-Payne College, Brownwood; Mary Hardin-Baylor College, Belton; Texas Christian University, Ft. Worth; North Texas State Teachers College, Denton Hardin-Simmons College, Abilene; Baylor University, Waco; Sam Houston State Teachers College, Huntsville; Southwestern Texas State Teachers College, San Marcos; Stephen Austin State Teachers College, Nacogdoches; Texas College of Arts and Industries, Kingsville.

UTAH:
Tau Kappa Alpha: University of Utah, Salt Lake City; Brigham Young University, Provo.

VERMONT:
Tau Kappa Alpha: University of Vermont, Burlington.

VIRGINIA:
Delta Sigma Rho: University of Virginia, Charlottesville; Washington and Lee, Lexington. **Tau Kappa Alpha:** Bridgewater College, Bridgewater; Emory and Henry, Emory; Lynchburg College, Lynchburg; Radford College, East Radford; Randolph-Macon College, Ashland; Randolph-Macon Women's College, Lynchburg; Richmond College, Richmond; Roanoke College, Roanoke; Westhampton College, Richmond; William and Mary College, Williamsburg. **Pi Kappa Delta:** State Teachers College, Farmville.

WASHINGTON:
Delta Sigma Rho: University of Washington, Seattle. **Pi Kappa Delta:** Washington State College, Pullman; College of Puget Sound, Tacoma; Seattle Pacific College, Seattle.

WEST VIRGINIA:
Delta Sigma Rho: University of

West Virginia, Morgantown. **Tau Kappa Alpha:** Bethany College, Bethany. **Pi Kappa Delta:** West Virginia Wesleyan, Buckhannon.

WISCONSIN:
Delta Sigma Rho: Univ. of Wisconsin; Madquette University; Beloit College, Beloit. **Pi Kappa Delta:** Ripon College, Ripon; Carroll College, Waukesha; State Teachers College, Oshkosh; State Teachers College, River Falls; State Teachers College, Whitewater.

WYOMING:
Delta Sigma Rho: University of Wyoming, Laramie.

THE FIELD FOR EXPANSION

Ed. Note — Some of the colleges listed here do not have debate. That does not mean, however, that some turn of events may not change this situation. It must be noted that this list is a selection — not a complete tabulation.

ALABAMA:
Judson College, Marion; State A. & M. Institute, Normal; State Teachers Colleges at Florence, Jacksonville, Livingston, Montgomery, Troy, Huntington.

ARKANSAS:
A. M. & N. College, Pine Bluff; Arkansas State, Jonesboro; Philander Smith College, Little Rock; Harding College, Searcy.

CALIFORNIA:
San Diego State Teachers; Fresno State Teachers; San Jose State Teachers; San Francisco State Teachers; Loyola University, Los Angeles; Whittier College; Mills College (Women), Oakland; Pacific Union College, Angwin; Santa Clara University; Pasadena College.

CANADA:
University of British Columbia, Vancouver; University of Manitoba, Winnipeg; McGill University, Montreal; McMaster University, Hamilton, Ontario; University of Montreal, Montreal; University of New Brunswick, Fredericton, N. B.; University of Ottawa, Ottawa; Queen's University, Kingston, Ontario; University of Toronto, Toronto 5, Ontario.

COLORADO:
Regis College, Denver; Colorado School of Mines, Golden.

CONNECTICUT:
Connecticut College for Women, New London; Danbury State Teachers College; New Haven State Teachers College; Teachers College, New Britain; Willamantic State Teachers College; Trinity College, Hartford.

DELAWARE:
University of Delaware, Newark.

DISTRICT OF COLUMBIA:
Catholic University of America, Washington, D. C. (17); Georgetown University, Washington, D. C.; Howard University (Negro), Washington, D. C.; Southeastern University, Washington, D. C.

GEORGIA:
Atlanta University; Berry College, Mt. Berry; Spelman College, Atlanta; Agnes Scott College (Women) Decatur; Albany State College, Albany; Emory University, Emory University, Ga.; La Grange College, La Grange; North Georgia College, Dahlonega; Piedmont College, Demorest; Wesleyan University (Women), Macon; Oglethorpe University; Shorter College, Rome; Georgia Teachers, Collegeboro.

IDAHO:
Albion College of Education, Albion; Northwest Nazarene College, Nampa; Idaho State College, Pocatello.

ILLINOIS:
Elmhurst College, Elmhurst; Lake Forest College, Lake Forest; Greenville College, Greenville; Illinois College, Jacksonville; Loyola University, Chicago 26; MacMurray College, Jacksonville; Mundelein College, Chicago 40.

INDIANA:
Anderson College, Anderson; Canterbury College, Danville; Goshen College, Goshen; Huntington College, Huntington; Indiana Central College, Indianapolis; West Baden University, West Baden Springs; Marion College, Marion; Notre Dame University, Notre Dame; Oakland City College, Oakland City; Valparaiso University, Valparaiso; Ball State Teachers College, Muncie.

IOWA:
Buena Vista College, Storm Lake; Grinnell College, Grinnell; Waldorf College, Forest City.

KANSAS:
Friends University, Wichita; Tabor College, Hillsboro.

KENTUCKY:
University of Louisville; Union College, Barbourville; Villa Madonna, Covington; Western Kentucky State Teachers College, Bowling Green.

LOUISIANA:
Tulane University, New Orleans; Loyola University, New Orleans; Southeastern Louisiana College; Hammond; Ursuline Women's College, New Orleans; Northwestern State College, Natchitoches.

MAINE:
State Teachers College, Farmington; Bowdoin College, Brunswick.

MARYLAND:
University of Maryland, College Park; Goucher College (Women), Baltimore 18; Johns Hopkins University, Baltimore, 18; Princess Anne College, Princess Anne; St. John's College, Annapolis; U. S. Naval Academy, Annapolis; Washington College, Chestertown; Maryland State Teachers, Frostburg; Maryland State Teachers, Salisbury; Maryland State Teachers, Towson 4.

MASSACHUSETTS:
Atlantic Union College, South Lancaster; Boston College, Chestnut Hill, 67; Emanuel College, Boston, 15; Holy Cross, Worcester, 3; Middlesex University, Waltham, 54; Northeastern University, Boston, 15; Radcliffe College (Women), Cambridge, 38; Simmons College, Boston, 15; Smith College (Women), Northampton; Suffolk Univ., Boston, 14; Tufts College, Medford; Wellesley College (Women), Wellesley, 81; Worcester Polytechnic Institute; State Teachers College, Bridgewater; State Teachers College, Fitchburg; State Teachers College, Framingham; State Teachers College, Lowell; State Teachers College, North Adams; State Teachers College, Worcester, 2; State Teachers College, Salem; Massachusetts Institute of Technology, Cambridge.

MICHIGAN:
Olivet College, Olivet; Ferris Institute, Big Rapids; Hillsdale College, Hillsdale; Northern Michigan College of Education, Marquette.

MINNESOTA:
Auguburg College, Minneapolis; College of St. Catherine (Women), St. Paul; St. John's University, Collegeville; Martin Luther College, New Ulm; State Teachers College, Duluth, 5; State Teachers College, Mankato; State Teachers College, Winona.

MISSISSIPPI:
Belhaven College (Women), Jackson; Mississippi College, Clinton; Mississippi State College for Women, Columbus; Delta State Teachers College, Cleveland; Mississippi Southern College, Hattiesburg.

MISSOURI:
University of Kansas City, 4; Rockhurst College, Kansas City, 4; St. Louis University, St. Louis, 3; South-

west Missouri State Teachers College, Springfield.

MONTANA:
Carroll College, Helena; Eastern Montana State Normal, Billings; Great Falls College of Education, Great Falls; Montana State Normal, Dillon; Northern Montana College, Havre.

NEBRASKA:
Dana College, Blair; Midland College, Fremont; Nebraska Central College, Central City; Union College, Lincoln, 6; York College, York; State Teachers College, Peru.

NEW HAMPSHIRE:
Plymouth Teachers College, Plymouth; Dartmouth College, Hanover.

NEW JERSEY:
Drew University, Madison; Rider College, Trenton, 9; Seton Hall, South Orange; State Teachers College, Glassboro; State Teachers College, Jersey City, 5; State Teachers College, Paterson, 3; State Teachers College, Newark, 4; State Teachers College, Trenton, 5; State Teachers College, Upper Montclair.

NEW MEXICO:
New Mexico Highlands University, Las Vegas; Eastern New Mexico College, Portales; New Mexico State A. & M. College, State College; New Mexico School of Mines, Socorro.

NEW YORK:
Adelphi College, Garden City; Bard College, Annandale; Bernard College (Women), New York City; University of Buffalo, Buffalo; Canisius College, Buffalo; Clarkson College of Technology, Potsdam; Columbia University, New York; Cooper Union College, New York, 3; Fordham University, New York, 58; Hartwick College, Oneonta; Hofstra College, Hempstead; Long Island University, Brooklyn; Manhattan College, New York, 63; Marymount College (Women), Tarrytown; College of New Rochelle (Women), New Rochelle; Queen's College, Flushing; University of Rochester, Rochester, 7; St. John's University, Brooklyn, 6; College of St. Rose (Women), Albany; Union University, Schenectady; U. S. Military Academy, West Point; Vassar College (Women), Poughkeepsie; New York State College for Teachers, Albany, 3; State Teachers College, Brockport; State Teachers College, Buffalo, 9; State Teachers College, Cortland; State Teachers College, Fredonia; State Teachers College, Geneseo; State Teachers College, New Paltz; State Teachers College, Oneonta; State Teachers College, Oswego; State Teachers College, Plattsburg; State Teachers College, Potsdam.

NORTH CAROLINA:
North Carolina Agri. & Tech. College, Greensboro; Catawba College, Salisbury; Elon College, Elon; Guilford College, Guilford College; Salem College, Winston-Salem; East Carolina Teachers College, Greenville; Fayetteville State Teachers College, Fayetteville; Morehead State Teachers College, Winston-Salem; Pembroke State Teachers College, Pembroke; State Teachers College, Elizabeth City; Western Carolina State Teachers, Cullowie; Carolina State Teachers, Cullowie.

NORTH DAKOTA:
Wesley College, Grand Forks; State Teachers College, Dickinson; State Teachers College, Mayville; State Teachers College, Minot; State Teachers, Valley City.

OHIO:
Antioch College, Yellow Springs; Ashland College, Ashland; Bluffton College, Bluffton; Cedarville College, Cedarville; University of Dayton, Dayton, 9; Defiance College, Defiance; John Carroll University, Cleveland; Wilmington College, Wilmington; Youngstown College, Youngstown, 2; Teachers College, Cincinnati, 19.

OKLAHOMA:
Bethany-Peniel College, Bethany; Langston University, Langston; Northeastern State Teachers College, Tahlequah; Southwest Institute of Technology, Weatherford.

OREGON:
Lewis and Clark College, Portland; Eastern Oregon College of Education, La Grande; Oregon College of Education, Monmouth; Southern College of Education, Ashland; Vanport Extension Center, Portland; University of Portland, Portland.

PENNSYLVANIA:
Bryn Mawr (Women), Bryn Mawr; Carnegie Institute of Technology, Pittsburgh; Drexel Institute of Technology, Philadelphia; Duquesne University, Pittsburgh; Geneva College, Beaver Falls; Juniata College, Huntingdon; La Salle College, Philadelphia; Lehigh University, Bethlehem; Lebanon Valley College, Annville; Lincoln University, Lincoln University; Pennsylvania College for Women, Pittsburgh; St. Francis College, Loretto; University of Scranton, Scranton, 3; Temple University, Philadelphia, 22; Thiel College, Greeneville; Villanova College, Villanova; Cheyney Training School for Teachers, Cheyney; State Teachers College, Clarion; State Teachers College, Bloomsburg; State Teachers College, California; State Teachers College, East Stroudsburg; State Teachers College, Edinboro; State Teachers College, Indiana; State Teachers College, Kutztown; State Teachers College, Lock Haven; State Teachers College, Mansfield; State Teachers College, Millersville; State Teachers College, Shippensburg; State Teachers College, Slippery Rock; State Teachers College, West Chester.

RHODE ISLAND:
Providence College, Providence; Rhode Island College of Education, Providence.

SOUTH CAROLINA:
Converse College, Spartanburg; Erskine College, Due West; Newberry College, Newberry; Wofford College, Spartanburg; Pembroke State College, Pembroke.

SOUTH DAKOTA:
South Dakota School of Mines, Rapid City; Black Hills Teachers College, Spearfish; Southern State Normal School, Springfield.

TENNESSEE:
Bethel College, McKenzie; Bob Jones College, Cleveland; University of Chattanooga, Chattanooga; Cumberland University, Lebanon; King College, Bristol; Knoxville College, Knoxville; Lambuth College, Jackson; Lincoln Memorial University, Harrogate; Madison College. Madison College, Tenn.; Milligan College, Milligan College, Tenn.; University of the South, Sewanee; Tennessee College for Women, Murfreesboro; Austin Peay State College, Clarksville; George Peabody College for Teachers, Nashville; Memphis State College, Memphis; Middle Tennessee State College, Murfreesboro.

TEXAS:
Texas A. & M. College, College Station; Austin College, Sherman; Daniel Baker College, Brownwood; East Texas Baptist, Marshall; University of Houston, Houston; Abilene Christian College, Abilene; Rice Institute, Houston; St. Mary's University, San Antonio; Texas College of Mines and Metallurgy, El Paso; Texas College for Women, Denton; Texas Technological College, Lubbock; Sul Ross State Teachers, Alpine.

UTAH:

Utah State Agricultural College, Logan.

VERMONT:

Bennington College (Women), Bennington; Middlebury College, Middlebury; Norwich University, Northfield; St. Michael's College, Winooski Park; Trinity College (Women), Burlington; State Normal School, Castleton; State Normal School, Johnson; State Normal School, Lyndon Center.

VIRGINIA:

Hampden-Sydney College, Hampden-Sydney; Hollins College (Women), Hollins College; Mary Baldwin College (Women), Staunton; Virginia Military Institute, Lexington; Virginia Polytechnic Institute, Blacksburg; Mary Washington College (Women), Fredericksburg.

WASHINGTON:

Whitworth College, Spokane; Gonzaga University, Spokane; East Washington College of Education, Cheney; Pacific Lutheran College, Parkland; Western Washington College of Education, Bellingham; Walla Walla College, College Place.

WEST VIRGINIA:

Anderson-Broaddus Phillippe; Marshall College, Huntington, 1; West Liberty State College, West Liberty; West Virginia Institute of Technology, Montgomery; Bluefield State Teachers College, Bluefield; Concord College, Athens; Shepherd College, Shepherdstown; West Liberty State Teachers College, West Liberty; Davis and Elkins College, Elkins; Morris Harvey College, Charleston; Glenville State Teachers, Glenville.

WISCONSIN:

Milwaukee-Downer (Women), Milwaukee, 1; Mt. Mary (Women), Milwaukee, 13; Northland College, Ashland; Milton College, Milton; Central State Teachers College, Stevens Point; State Teachers College, Eau Claire; State Teachers College, La Crosse; State Teachers College, Milwaukee, 11; State Teachers College, Platteville; State Teachers College, Superior; Stout Institute, Menomonie.

News Notes and Personals

PI KAPPA DELTA NOTES

New chapters of Pi Kappa Delta this debate season are: Illinois College, Jacksonville, Ill.; College of St. Catherine, St. Paul, Minn.; Midland College, Nebraska. On the Pacific Coast applications are pending from San Diego State College, California and Pacific Lutheran College, Washington.

The National Council has approved applications for charters from Whitworth College, Spokane, Wash.; University of Georgia, Atlanta Division; Mississippi Southern, Hattiesburg; Lewis and Clark College, Portland, Oregon.

Dr. Evelyn Kenesson, hostess to the Pi Kappa Delta Convention at Bowling Green State in 1947 has resigned from the National Council. She is now debate coach at Santa Barbara State College, California. As this institution is part of the State University system its students are not allowed to be absent from college classes on trips representing the college more than three days. Also the forensic society at Santa Barbara is Tau Kappa Alpha, leaving her without a local chapter. She has been succeeded on the Council by D. J. Nabors of East Central State College, Ada, Oklahoma.

The National Council met in Greeley, Colo., Aug. 28-29 with all members present. Meetings were held at the home of Dr. Sylvester Toussaint, who has been appointed to serve out the term of George W. Finley, who died last May. The Council made preparations for the next National Convention which was to have been held at Lafayette, Louisiana, with the Southwest Louisiana Institute. Unfortunately these arrangements were cancelled in November. As we go to press President Edward S. Betz telegraphs that the place and date of the convention are not yet settled upon. That there will be a convention is certain, so the Council says, and all arrangements will be sent out as soon as possible to all chapters—with final directions printed in the March issue of The Forensic.

The National Officers are planning to hold a memorial service for George W. Finley, for over twenty-five years the National Secretary, on the Monday evening of the National Convention week April 10-15.

Dr. Lawrence E. Norton, formerly of Eureka College, Ill., has joined the Speech Staff at Bradley University, Peoria.

The University of Redlands plans to invite the National Convention of Pi Kappa Delta to its campus in 1951. In case a mid-western site is not available this spring, Redlands stands ready to entertain the convention this year..

The University of Redlands is among those invited to make the trip to Hawaii to debate the University there, but it is very likely that lack of sufficient budget will compel them to abandon the idea of accepting the bid. Activities at Redlands had to take a ten per cent cut this year to pay up indebtedness. Hawaii plans to be host to several mainland debate teams this season.

DELTA SIGMA RHO NOTES

Marquette University has a squad of forty debaters out for this season. The Researchers put out their usual high school book during the summer and early autumn. Hugo E. Hellman is the active director in charge.

The new Chairman of the Speech Department at the University of Minnesota is Prof. Elmer Ziebarth.

Prof. Bower Aly of the Speech Department at the University of Missouri made the trip to Seattle to attend the Western Speech meeting and gave the address at the Thanksgiving evening dinner of the Western Association. Mr. David C. Ralph is assisting Prof. Aly with forensics at Missouri this season.

Northwestern University begins the seasan of Federal Aid to Education with an address by Prof. Eugene Lawler of the Education Department on Federal Aid. Dr. Glen E. Mills has three assistants this year on his coaching staff. They are: Leighton Borin, James McBath, and Wayne Minnick.

Oberlin will have a staff of three men on forensic activities this season: Prof J. Jeffrey Auer will be assisted by Robert G. Gunderson and Paul H. Boase, who has just com-

pleted his doctor's residence work at Wisconsin University.

Ohio Wesleyan debaters are elated over the return of one of the institution's great debaters—Arthur S. Flemming—as president. Thomas Ludlum, a member of Capital University's victorious team last season, has been added to the coaching staff, and will do graduate work at Ohio Wesleyan.

Stanford University, under the direction of Leland Chapin, J. G. Emerson, and David Grant, has embarked on a more extensive forensic program than was previously possible. The first event was the tilt with the British debaters, and Stanford debaters are being sent to the main West Coast Tournaments and Discussion meets.

Western Reserve Forensics are now in charge of Robert Long. In addition to an extensive schedule, a radio program is being sponsored called, "You Are the Jury."

Whitman College conducted a one day forensic institute for high schools and colleges of Washington on October 9, 1994.

The annual Delta Sigma Rho Congress will be held March 31 to April 2 at the Congress Hotel, Chicago, Ill.

James W. Kirkwood, former Southern California debater, has succeeded Herbert E. Rahe as Coach of Debate at Willamette University, Salem, Oregon. The Willamette team tied U..S.C. for first place at the Western Association Tournament at Seattle during Thanksgiving week. The University of Redlands had the last undefeated team and managed to tie for third place. Among the other teams standing high were Utah University, Pacific Lutheran, and University of Nevada. The One man debate was won by Occidental College with University of Redlands and Pepperdine College tying for second. University of Utah won the women's senior division and tied for first between Pacific University and Willamette University.

The University of Colorado held a practice meet for the colleges of four states on Nov. 19-20, 1948.

GENERAL NOTES

Theodore O. H. Karl, formerly at Los Angeles City College, is now at Pacific Lutheran College, Parkland, Washington.

Father John Martin, S. J., has succeeded John Leary as director of debate and forensics at Gonzaga University, Spokane, Washington.

Prof. P. Merville Larson, who has taken the position of Director of Forensics at University of Denver, expects to take the Phi Rho Pi Convention there this spring. It was formerly scheduled for Carbondale, Illinois.

Sweepstakes at the Pomona College Tournament at Claremont, Calif., Nov. 19-20, was a close race between Redlands and U.S.C., the latter getting 31 points and Redlands 29½.

Dr. Albert Keiser reports that the South Atlantic Tournament will be held at Hickory, North Carolina, March 3-5, 1949.

Wayne Thompson, director of forensic activities at the Chicago Undergraduate Division of the University of Illinois, Navy Pier, Chicago, will hold a freshman-sophomore tournament at Chicago Dec. 4, 1948.

Twelve colleges participated in the Third Annual Discussion Contests at the University of Alabama Nov. 12-13. Alabama, Ole Miss and Florida all rated students in the Superior group, Florida landing three students, Alabama two, and Ole Miss, one. Mobile Center, David Lipscomb, Tennessee Tech. joined Alabama and Mississippi in the Excellent classification.

Debater's Magazine acknowledges recept of a copy of the Hoosier Speaker, a mimeograph bulletin of Speech activities in Indiana, edited by Ralph Lawson of Purdue University. We clip the following personal notes from its columns: Dwaine Moore, formerly at Crawfordsville, is now director of forensics at LaPorte High School. Robert Bahney is the new director of forensics at Jaspar High School. Jeanne Taylor is in charge of speech activities at Rushville High School. Hobert Plummer is the new speech director at South Side High School, Ft. Wayne. W. R. Moore is now the forensics speech director at Reitz High School, Evansville, Indiana.

The Newsletter of the Ohio High School League arrives regularly, and is always full of news and activity details. Several of the institutions of higher learning are sponsoring debate clinics. Among them Ohio State, Oberlin, and Kent State. numbers are sponsoring Novice Individual high schools in great tournaments and practice events and tournaments later in the season. Ohio high schools are divided into East and West sections for most of the season's activities. The final championship meet is held at Ohio State at Columbus in the spring.

The Redlands debate group returning from the Seattle Tournament got over the slippery snowy and slushy Siskiyou mountains and then had an accident near Yreka on an ordinary highway. Fortunately no one was hurt.

The Los Angeles High School, under the leadership of W. R. Greene, conducted a Novice Tournament Saturday, November 6. About 17 high schools were represented and 75 debate teams entered. Marshall High School won the A Division and L.A. High the B Division. El Monte, Monrovia, Washington High, L.A., and Compton High entered the competition for the first time.

The NFL has raised its charter limitation from 500 to 550. At the beginning of the year it had only 24 charter vacancies. The 75 charter opportunities now open are assigned three to a district.

Howard Morgan, former coach at Earlham has transferred to Capital University this year.

ASSUMPTIONS UNDERLYING DEBATE

Continued from Page 178

2 Ibid. See also Korzybski, Alfred, Science and Sanity, pp. 133-150.

3 Cf. Miller, Edd, "Special Types of Debate." The Debater's Magazine, II (Sept. 1946), 1945; Fritz, Charles, The Method of Argument, p. 49.

4 Quintilian, The Institutio Oratorio (translated by H. E. Butler) Bk III, Chapt. 6.

5 For an excellent summary see Baldwin, Charles Sears, Ancient Rhetoric and Poetic, pp. 74-76.

SEATTLE TOURNAMENT

Continued from Page 169

Pacific Univ., second; Puget Sound, third.

After Dinner Speaking—Southern California, first and second; Willamette and Pepperddine, tie third. Women: Pepperdine, first; Santa Barbara, second; Pepperdine, third.

Experimental Speaking — Redlands, first; Occidental second; Pepperdine, third. Women: Puget Sound, first; Pepperdine, second; Santa Barbara, third.

INDEX

to THE DEBATER'S MAGAZINE

VOL. IV, 1948

LIST OF TITLES:

A.

Along the Tournament Front: No. 2 The Season's Record p. 100
No. 3 The Season's Record p. 158
No. 4 The Season's Calendar p. 200
And Now to Define the Terms: No. 4 p. 177
Another Debater Becomes a College President: No. 4, p. 187
Assumptions Underlying Analysis in Debate: No. 4, p. 177

B.

Books and Magazine Article Reviews: No. 1, p. 44; No. 2, p. 98; No. 3, p. 133; No. 4, p. 193
Bringing the Public into Public Discussion: No. 3, p. 146

C.

College Debate Handbook: No. 1, High Schools and the College Question, p. 35; Debate Terminology and Negative Defense Burden, p. 35
No. 3, Federal Aid to Education and Planned Economy, p. 139
No. 4, Federal Aid to Education and Planned Economy, p. 176
College Oratory: No. 1, Weep No More My Lady, p. 20
No. 2, Ill Fares the Land, p. 76
No. 4, Time and Change, p. 180
College Observer Views the United Nations: No. 4 p. 168
Compensating for Judges' Bias: No. 3, p. 118
Compulsory Arbitration, a Debate: No. 1, p. 12

D.

Debater's Blue Print: No. 1, p. 31
Debates: No. 1, Compulsory Arbitration, p. 12
No. 3, Federal World Government, p. 119
Debate Archives: No. 3, Old Rutgers Debating Society, p. 148
No. 4, Significant Changes in College Debating, p. 198
Debating in Junior High Schools: No. 2, p. 93
Debate Techniques: No. 1, Use of Charts, graphs, and visual aids, p. 43
No. 2, Elements in Double Summary judging, p. 95
No. 4, And Now to Define the Terms, p. 177; Assumptions Underlying Analysis in Debate, p. 177
Debate Terminology and Defense Burden: No. 1, p. 35
Discussion: No. 1, The Discussion Progression, p. 22

E.

Editorials and Comments: No. 1, p. 40; No. 2, p. 87; No. 3, p. 131; No. 4, p. 193
Elements of Double Summary Judging: No. 2, p. 95
Enemies of Academic Debating: No. 3, p. 109
Evaluation of Debate: No. 2, p. 64
Every Student a Debater at Rutgers: No. 1, p. 5
Extempore Speaking Contest: No. 2, p. 74

F.

Federal Aid to Education: No. 3, p. 139; No. 4, p. 176
Federal World Government: No. 3, p. 135; No. 4, p. 172

G.

Green Room Discussions: No. 4, p. 202

H.

High Schools and the College Question: No. 1, p. 35
High School Debate Handbook: No. 1, The Debater's Blue Print, p. 31
No. 3, Federal World Government, p. 135
No. 4, U. N. and Federal World Government, p. 172
History of Debate in American Colleges: No. 3, p. 150

I.

Ill Fares the Land, an oration: No. 2, p. 76
Interpreting for Radio: No. 2, p. 91
Is it Really That Futile?: No. 4, p. 174
It's Not Debatable: No. 2, p. 71

J.

Judging Debate: No. 1, p. 42

L.

Letter to the Editor: Is it Really That Futile? No. 4. p. 174
Letter of Edward S. Betz—Pi Kappa Delta Disappointment: No. 4, p. 184

M.

Men's Extempore Contest at Tri-Province Meet: No. 2, p. 74
Modern Forensics program: No. 1, p. 68

N.

News Notes and Personals: No. 1, p. 46; No. 3, p. 154; No. 4, p. 208

O.

Ohio Prepares for the Season: No. 4, p. 183
Old Rutgers Debating Society: No. 3, p. 148
Oral Interpretation, Plight of: No. 1, p. 30
Oratory—See College Oratory: No. 1, p. 20; No. 2, p. 76; No. 4, p. 180
Outstanding Student: No. 1, Daniel Stern, p. 37; No. 3, George Funk, p. 113; No. 4, Jean Porter, p. 184

P.

Personality Through Debating: No. 1, p. 3
Pi Kappa Delta Disappointment: No. 4, p. 184
Planned Economy: No. 3, p. 139; No. 4, p. 176
Popularizing Debate in American Schools: No. 3, p. 107
Presenting West Point Military Academy: No. 1, p. 24

Q.

Questions Answered: No. 2, p. 89; No. 3, p. 145; No. 4, p. 181
Quiz for Judges: No. 2, p. 97

R.

Radio Section: No. 1, Training for Radio, p. 42
No. 2, Interpreting for Radio, p. 91
No. 3, Bringing the Public into Public Discussion, p. 146
No. 4, Radio is You, p. 196
Remarks for the Good of the Order: No. 1, Judging Debate, p. 42
No. 2, Radio Influence on Debate Practice, p. 92
No. 3, Compensating for Judge Bias, p. 118

S.

Season's Calendar: No. 4, p. 200
Season's Record: No. 2, p. 100; No. 3, p. 158
Some Critical Questions: No. 1, p. 38
Special Feature: No. 1, West Point Academy, p. 24
No. 2, University of Colorado, p. 77
No. 3, U. S. C. Debate Story, p. 126
No. 4, Oregon University, p. 185
Specimen Debate: No. 1, p. 12; No. 3, p. 119
Speech Personalities: No. 1, Arthur A. Hopkins, No. 1, p. 42
No. 2, Dean LeRoy Allen, p. 90
No. 3, George W. Finley, p. 112
Statesmanship and Argument: No. 4, p. 167
Statistical Summary of Winners at West Point: No. 3, p. 118
Survey of High School Leagues: No. 4, p. 195

T.

Tau Kappa Alpha Meet at Ole Miss.: No. 4, p. 188
Technically Speaking: No. 1, Some Critical Questions, p. 38
No. 2, Questioned Answered, p. 89
No. 3: Questions Answered, p. 145
No. 4, Questions and Answers, p. 181
Time and Change, an Oration: No. 4, p. 180
Training for Radio: No. 1, p. 52

U.

University of Colorado in Debate: No. 2, p. 77
University of North Carolina: No. 3, p. 126
University of Oregon, Speech and Debate: No. 4, p. 203
University of Southern California: No. 3, p. 126
Use of Charts, Graphs, and Visual Aids: No. 1, p. 48

V.

Value and Shortcomings of College Oratory: No. 1, p. 10

W.

Weep No More My Lady, an Oration: No. 1, p. 20
West Point Preview: No. 4, p. 170
What Becomes of Debaters?: No. 1, p. 87, No. 4, p. 170
Wisconsin Winners 1940: No. 4, p. 194
With the Forensic Honor Societies: No. 4, p. 203
Worst Faults of Debaters: No. 3, p. 111

AUTHOR LIST:

A.

Aarnes, Hale: No. 1, p. 52; Editor—Radio Section, No. 1, p. 52; No. 2, p. 91; No. 3, p. 146; No. 4, p. 196

B.

Bachman, John W: No. 3, p. 146
Behl, William A.: No. 4, p. 168
Bernard, Raymond L.: No. 1, p. 22
Betz, Edward S.: Letter, No. 4, p. 184
Brose, Dorothy: No. 2, p. 77

C.

Carlson, Loren: No. 2, p. 76
Carmack, Paul: No. 1, Editor and contributor Compulsory Arbitration Debate, p. 12; The Debater's Blue Print, No. 1, p. 31
Chenoweth, Eugene C.: No. 4, p. 167
Crocker, Lionel: No. 1, p. 42

D.

Dobkin, Milton: No. 3, p. 126, U. S. C. Debate Story

E.

Eubank, Wayne C.: No. 1, p. 42

F.

Feris, Frances T.: No. 2, p. 71
Fleming, Dorothy: No. 4, p. 180

H.

Hanks, L. D.: No. 2, p. 68
Hansen, Howard C.: No. 2, p. 91; No. 4, p. 196
Hellman, Hugo E.: No. 3, p. 135; No. 4, p. 172
Houston, Tom: No. 4, p. 170
Hostetler, Gordon F.: No. 1, p. 10
Hutton, Ralph: No. 2, p. 93

L.

Lambert, A. Edward: No. 4, p. 195
Lynn, George B.: No. 1, p. 22
Lockwood, Mrs. Jack: No. 4, p. 174
Lull, P. E.: No. 3, p. 109

M.

Mayer, J. Edmund: No. 1, p. 3
McBurney, James H.: No. 2, p. 57
McCoard, William B.: No. 1, p. 30
McGinnis, Ralph Y.: No. 1, p. 35
Moore, Wilbur E.: No. 3, p. 111; No. 4, p. 177
Morrison, Robert: No. 3, p. 150
Musgrave, George McCoy
Debate Techniques: No. 2, p. 95
Editorials: No. 1, p. 40; No. 2, p. 87; No. 3, p. 131; No. 4, p. 193
Green Room Discussions: No. 4, p. 202
Ohio Prepares for the Season: No. 4, p. 193
Quiz for Judges: No. 2, p. 97
So You are Directing Debate?: No. 2, p. 98
Technically Speaking: No. 1, p. 38; No. 2, p. 89; No. 3, p. 145; No. 4, p. 181

N.

Nelson, Roy C.: No. 4, p. 177
Newcomer, Lloyd R.: No. 2, p. 92
Nichols, E. Ray, Jr.: No. 4, p. 185
Nichols, Egbert Ray, College Handbook: No. 1, p. 35; No. 3, p. 139; No. 4, p. 176
Along the Tournament Front: No. 2, p. 100; No. 3, p. 158; No. 4, p. 200
Debate Terminology and Negative Defense Burden: No. 1, p. 35
Dwayne Orton of IBM: No. 4, p. 170
Editorial and Comment: No. 1, p. 40; No. 2, p. 87; No. 3, p. 131; No. 4, p. 193
Extempore Contest Recording: No. 2, p. 74
Federal World Government Debate, Editor: No. 3, p. 119
1948 Forensic Winners: No. 3, p. 114
Statistical Summary of West Point Tournament: No. 3, p. 118
Use of Charts, Graphs, and Visual Aids: No. 1, p. 43
West Point Preview: No. 4, p. 189
What Becomes of Debaters?: No. 1, p. 7; No. 4, p. 170
Wisconsin Winners 1948: No. 4, p. 194
With the Forensic Honor Societies: No. 4, p. 203

O.

Olson, Donald: No. 2, p. 64

P.

Parkins, Bob: No. 1, p. 20
Potter, David: No. 3, p. 148; No. 4, p. 198
Ptacek, Paul H.: No. 3, p. 118

R.

Rahe, Herbert: No. 3, p. 110
Reager, Richard C.: No. 1, p. 5
Redding, W. Charles: No. 3, p. 126 (U.S.C. Debate Story)

S.

Schmidt, Ralph N.: No. 3, p. 107
Stender, Robert C.: No. 1, p. 24

W.

Wilkinson, Roy: No. 2, p. 62

Z.

Zimmern, Sir Alfred: No. 4, p. 164

BACK NUMBERS OF

THE DEBATERS MAGAZINE

Available Except for Volume I

Single Copies $1.50 Special rates with subscriptions

OFFER ONE

A complete set of back numbers beginning with Volume 2, No. 1 to Volume 4, No. 4, together with 1949 subscription — a total of $16.00 worth at regular rates $13.00
With a two-year subscription send only $16.00.

OFFER TWO

Back numbers of two volumes for those who have subscribed one year and want to complete file (you choose the Volumes) with 1949 subscription to The Debater's Magazine — total of $12.00 at regular rates, send $10.00
With two-year subscription beginning 1949, send $13.00

OFFER THREE

For those who have subscribed two years and need only one volume of back numbers, with 1949 subscription. Total value $8.00 at regular rates, send $7.00
With two-year subscription, send $10.00
Debate Timing Cards, sets of 12 cards, per set ..... $ .50

ADDRESS

NICHOLS PUBLISHING HOUSE

814 CAMPUS AVENUE, REDLANDS, CALIFORNIA

WESTERN SPEECH

OFFICIAL PUBLICATION OF THE WESTERN ASSOCIATION OF TEACHERS OF SPEECH
INFORMATIVE SPEECH ARTICLES

★ ★ ★

ELEMENTARY—SECONDARY—COLLEGE LEVELS
BOOK REVIEWS
NEWS NOTES OF MEMBERS
SCHOOL ANNOUNCEMENTS
PUBLICATION ADVERTISEMENTS
PUBLISHED QUARTERLY

SUBSCRIPTION $2.00 **SUSTAINING MEMBERSHIP $4.00**

★ ★ ★

For Information, Address
NORMAN WM. FREESTONE, Editor
Occidental College
Los Angeles, 41, California

DEBATE AND DISCUSSION

MANUAL AND WORKBOOK

By

EUGENE C. CHENOWETH, *Indiana University*

An up-to-date, practical, self-teaching manual and workbook, dealing with the elements, techniques, and customs of intra-mural, interschool, and tournament debate and discussion. A "how to do it" book: 200 printed pages 8½x11, double column, equivalent to 450 pages of a typical textbook. The workbook sheets are perforated.

Illustrated with 84 pictures, cartoons, diagrams, and art drawings. Supplemented by twelve charts, tables, and judging ballots.

Twenty-six units of text and exercises, read and criticized by twenty directors and teachers of debate and discussion.

200 printed pages 8½ by 11".

Eugene C. Chenoweth

1948—$1.75 a copy
Address

101 South Union Street Bloomington, Indiana

Nichols Publishing House

Announces

The Following Mimeograph Publications:

INTERCOLLEGIATE DEBATES OF THE WAR INTERIM

Edited by E. R. Nichols, Mimeographed. Special price of $3.00 to subscribers (new or old). Seven debates of the last three or four years on: Compulsory Arbitration, Labor Sharing in Management, Revision of Federal Labor Laws, Right to Strike in War Industries, Compulsory Military Service, Free Medical Care, and Federal World Government **$3.50**

COLLEGE ORATIONS OF THE WAR INTERIM.

Edited by Evan Anderson and E. R. Nichols. Twenty orations of the pre-war, war period, and post war period. Some of them make excellent oratorical declamations. Special price to subscribers, new or old $2.00..... **$2.50**

COLLEGE ORATIONS OF THE DAY. VOLUME 2

of the above title. A collection of college orations of the season. Edited by E. R. Nichols. Special price to subscribers, $2.00..... **$2.50**

ORATORICAL DECLAMATIONS, VOLUME 1.

Three divisions: Old Favorites; Modern Oratory and Public Speaking; College Oratory selections. Edited by E. R. Nichols. Special price to subscribers, $2.50.... **$3.00**

IN PREPARATION

INTERCOLLEGIATE DEBATES, VOLUME 2.

A collection of seven debates of the present season. A continuation of the above volume and of the printed series of intercollegiate debates. Edited by E. R. Nichols. Special price to subscribers, $3.00..... **$3.50**

1948-49 HANDBOOKS ON NATIONAL SUBJECTS

Selected Readings on the 1948-49 High School (October) and College Subjects (November). Special price to subscribers $3.00. Each **$3.50**

You may order ahead on books announced coming, but do not send any money. Your order will be filed and filled when the books are ready and you will be billed at that time.
Postage on books prepaid; we do not pay notarization on bills.
Tax required on California sales.

NICHOLS PUBLISHING HOUSE

814 CAMPUS AVENUE
REDLANDS, CALIFORNIA